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ABSTRACT

Many of the factors that can help ensure a successful and positive learning experience for teachers, leaders, chaperons, and students who travel and/or study in France are addressed in this publication. Although it is geared toward France, many of the ideas, especially the section on pre-departure orientation, can be applied to any travel group. The primary objectives of the booklet are to help teachers develop confidence in taking students abroad, to promote the "know before you go" mentality, and to provide an information resource. Among the nearly 100 topics covered are the following: itinerary, airport check-in, menus, post office, insurance, immunizations, drugs, transportation, passports, money, parent role, returning home, group leaders, museums, shopping, and various aspects of visits to Paris. (LB)

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# A Primer for Accompanying Secondary Student Groups to France

*by*

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*The Château of Chenonceaux*

This booklet was orginally copyrighted in 1979. It has been completely re-written and contains dozens of helpful ideas, hints, addresses and means for making a trip to France with students more enjoyable and successful for the teacher. It is hoped that you will gain many good ideas from the contents and from my personal experiences and those of colleagues over the years. Each of my 16 trips to France have been enjoyable and each has permitted me to add something to this booklet. Enjoy!

The author

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# A Primer for Accompanying Secondary Student Groups to France

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**Abstract**

**This publication addresses many of the prime factors that can help to insure a successful and positive learning experience for teachers, leaders, chaperones and students who travel and/or study in France. It addresses France and only France, however the many ideas shared can be applied to almost any travel group, especially the section on pre-departure orientation. The information shared comes from the many first-hand experiences of the author, his wife, other leaders, travel organizations, and from students. The major objectives in this writing project was to help teachers to develop confidence in taking student groups abroad, to promote the importance of the 'Know before you go!' mentality, and, to have access to a resource that can provide an infrastructure to follow beginning with the planning stage and continuing through the return trip home. The publication is based on the experiences of fifteen different trips that the author has taken to France. While not all of these experiences were with students, each has provided many ideas to share with the reader.**

***The Author***

## Introduction

Few topics are more subject to interpretation and misunderstanding than "travel-abroad", "study-abroad" and "intercultural communication." Travel abroad can mean anything from a first-class excursion to the worst kinds of experiences imaginable. Study abroad is an umbrella term that has come to mean any kind of program that permits students to travel across the Atlantic and spend time in a foreign country. Intercultural communication often means any kind of contact or contract made with native speakers, even as simple as handing a train ticket to the "contrôleur" in the T.G.V. train.

The number of programs for secondary students has steadily grown during the late 60's and early 70's. Presently, most still in business are well operated. The programs are diverse in content and cost. They range from genuinely valid to semi-fraudulent. They may enrich or they may exploit. False claims in one program may turn out to be a reward in another. Claims of "building cross-cultural awareness and communication" may be left to serendipity and on the spot teacher creativity. If those indelible impressions that will be left on the minds of the young Americans are to be positive and worthwhile, then it is imperative that a firm foundation be laid *before* going abroad. Teachers/leaders should plan well for this in the format of a Pre-Departure Orientation (PDO) meeting that focuses upon a wide variety of useful pre-travel information, building comradeship, and a noble attempt to destroy any evident ethocentricity.

Introduction (Continued):

The author hopes that readers will find the materials helpful to build worthwhile programs. The content in this publication has been pared and re-worked many times from the original text prepared in 1979. Current helpful resources are included such as addresses in Paris, phone numbers, travel guides, and suggested sites and museums to visit once abroad.

The author wishes to provide teachers/leaders with novel ideas, solid examples and exemplary materials that can help student travelers to avoid the "mindlessness" often associated with group travel. Mindlessness refers to the "This is Tuesday, this must be Belgium" mentality associated with various types of student group travel.

The author feels strongly that students who become "involved" in the culture through a variety of means including contact with native speakers, planned observations, the recording of events and sentiments, and other important lasting types of experiences aids to build a cultural awareness, understanding, and sensitization that takes one below the surface of the panorama. Many hints and suggestions are provided as it hoped that leaders will find these useful once abroad. Included are many sample problems and simple solutions. Most have been encountered by the author and other leaders. The publication could be entitled: Problem Solving 101 in France, as the degree of efficiency in handling problems that will occur that those in charge exhibit abroad will determine the ultimate degree of success of the adventure. An adventure is described as "a thrilling experience that is loaded with unpredictable occurrences"... a trip to France with secondary students!

The student maturation process that takes place due to well-conceived and well-conducted programs is often hinged on how well students are prepared before going abroad. This often means building tolerance for disparate modes of thought and expression and the acceptance of other life styles (culture shock). Acquiring information about the culture per se rather than allowing an individual to enter that culture may be compared to an athlete that trains daily and yet who sits on the bench and who is not allowed to take part in travel and study abroad? Knowing the language of the country where the student is traveling is an extremely important asset, even on an elementary basis. Anyone who has traveled to a country where a language is spoken that they do not know can vouch for the fact that the natives appreciate any attempt to speak their language, even on a superficial level. It has been said that "the best compliment anyone can pay to a person in another country is to speak their language", and few can debate this wonderful axiom.

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*The Château of Chenonceaux*

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**The Pre-Departure Orientation:**

A primary theme throughout this publication is to help teachers and leaders better prepare to accompany secondary students to France on travel or study programs. The author feels very strongly about the pre-departure orientation (PDO) that is crucial to the preparation and the ultimate success of any program. It must be incorporated into the travel experience via meetings after school, before school, in the evening, on Saturday mornings, during free periods at school, in private homes, or on Sunday afternoons. Whichever works best for the group.

**Purpose:**

Successful programs abroad just do not just happen by sheer luck. They are well-planned. They include a variety of proven information about the experience that the students will have once they are in the country and once they have returned. There are a host of reasons for having PDO meetings, but building good "esprit de corps" among the participants, including becoming better acquainted with students who may not know each other, especially if students for different schools are mixed, is a major reason. Of course you will also want to provide many other essentials of effective and efficient travel that can make the process of travel part of the overall enjoyment. The rules and regulations that are to be the expected behavior by all must be explictly stated. Participants are to become aware of the many and varied cultural discrepancies and problems that could occur and you yourself should have your own "agenda".

. . . . . .

**The Nitty Gritty of the PDO:**

Much of what will take place at the Pre-Departure Orientation meeting for students and parents is in the abstract, that is, the participants may only be hearing about what they will be experiencing or taking place "over there"...e.g. jet-lag, French courtesies, hotels, and food. Actual dramatizations that accompany explanations can be helpful. This packet includes activities that can help to better develop an understanding about common cultural misunderstandings. When you plan the PDO, there will be one of two kinds of groups present: 1) the students already know each other, or 2) a group of students who have never met each other. The warm-up activities suggested below can be skipped if the group is acquainted. Certain activities are fun mixers even if students know one another simply because they can be carried on in French.

**Getting acquainted:**

Upon entering the meeting area, students fill out name tag. These tags identify the name and school of each student, or they can contain other information such as the name of the city where they live, how many years they have been studying French, etc. They may be in French or English, depending on leader preference.

Activity 1 - After all the leaders have introduced themselves or have been introduced, students are asked to pair off with a person they do not know. The object is to find out several things about this person in French. The group is given 4 or 5 minutes to do this and then groups of two assemble two by two (in groups of four). Each individual introduces their partner to the other two and tells in French what they have learned about this person. This activity is a good "ice-breaker" and soon students who did not know each other before will begin to feel more at ease with these "strangers". (See sample below)

Getting acquainted (Continued):

:::Some type of starter-sheet is a helpful aid for the timid student or for one who does not have any idea what to say when first meeting a stranger. Here are a few examples that can be expanded to meet your needs.

**MAINTENANT JE VOUS CONNAIS**

Permettez-moi de vous (me) présenter...
Je suis très content(e) de faire votre connaissance.
Enchanté(e)(e)

Comment allez-vous? Quel âge avez-vous? Avez-vous des frères ou des soeurs?
Où est-ce que vous habitez? Qu'est-ce que vous allez acheter en France?
Comment s'appelle votre école? Que fait votre père? Aimez-vous le français?
(each student is to have one of these sheets)

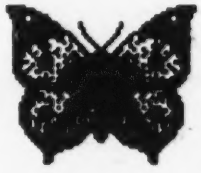
Activity 2 - With the information gleaned from application blanks and the "Moi" sheets, leaders are able to put together a short description of several students. The description is to be read in French and when completed, the student just described is to say... "C'est moi!" e.g. J'ai 17 ans. Je suis née au mois d'octobre. Mon père est dentiste et ma mère travaille comme secrétaire chez un avocat. J'ai deux frères et une petite soeur. J'aime la musique classique et je joue du piano. Je parle un peu espagnol aussi. Qui suis-je?

Activity 3 - Another possibility to discover just how well your group understands the target language is to ask a series of questions to the entire group. Ask them to simply raise their hands if they can answer yes to any of your questions.

For example:

Est-ce que vous avez...

une petite soeur
un chat noir à la maison
une Ford
une grand-père qui habite près de vous
un bon dictionnaire
un piano
un frère qui a plus de 15 ans
voyagé en France
mangé chez vous ce matin
un bon professeur de français
lu le Guide Vert



These questions can also give you an idea of how much French the group comprehends (another problem to be faced). For further comprehension of verb tenses and use you may ask questions such as...

Qui nage beaucoup en été? Qui vient de très loin?
Qui apprend l'allemand? Qui aime courir dans le parc?
Qui sait le nom de famille de Doogie? etc.
Qui a été dans un pays francophone?

Qui a été dans un pays francophone?

More questions:

Qui va acheter des souvenirs à Paris?
Qui est-ce qui a trois frères et une soeur?
Qui a les cheveux blonds?
Qui aime bien manger du pop corn le soir?
Qui aime parler français avec des amis?
etc.

---

The time you wish to spend on getting acquainted and language break-in activities is entirely up to the leaders. Building a good amount of "esprit du corps" before departure is one of the principal objectives of the PDO.

If you are short on time, it is crucial that certain items be discussed and explained. The explanations given are in conjunction with a program for secondary students that includes a 6 day family homestay as part of 21 days spent in France. Not all programs will include actual contact with French families or students, however, if this is part of your program, it is one of the most anxious moments for participants and all of the tiny elements of tension are to be smoothed out by answering as many questions in detail as time alots. Naturally each leader will have their own list of what they wish to relay to the group , however if there is to be more than one leader for the group, try to get together beforehand and decide who is going to handle what aspect of the trip and the PDO.

**Some good topics for discussion at the PDO** :

DATES OF THE TRIP
THE ITINERARY
AIRPORT CHECK-IN
AIRPLANE CONDUCT
ARRIVAL IN FRANCE
AIRPORT PROCEDURES
PASSPORT CONTROL
CUSTOMS IN FRANCE
LUGGAGE ARRANGEMENTS
BUS LOADING AT AIRPORT
BUS CONDUCT
SMOKING AND DRINKING RULES
USE OF THE LANGUAGE
TRAFFIC IN FRANCE
HOTEL CHECK-IN/OUT
MEALS IN FRANCE
MEDICATION AND SICKNESS
EMERGENCIES
PHONING IN FRANCE
MONEY
WATER IN FRANCE
MUSEUM ENTRANCES BY GROUP
TIPPING
CAFES AND RESTAURANTS
CASHING TRAVELERS CHECKS
STORE HOURS
IMPORTANCE OF PASSPORTS
KEEPING GOOD NOTES/DIARIES
ELECTRICITY 220v.
SHOPPING TIME
FREE TIME
BEING POLITE
GROUP CONDUCT IN HOTELS
OBSERVING AND IMITATING THE NATIVES
MAILING LETTERS & POSTCARDS
GIFTS AND SOUVENIRS
INSURANCE
CLOTHING
WEATHER IN FRANCE
PARIS
THE METRO
WHAT NOT TO TAKE WITH YOU
THE DRUG SCENE
JET LAG

Good topics for discussion at the PDO (Continued):

| | |
|---|---|
| THE TYPICAL DAY | TELEPHONES |
| BEHAVIOR OF GIRLS | SPECIAL EVENTS |
| THE FRENCH MENU | ACCEPTING DIFFERENCES |
| THE POST OFFICE (HOURS) | SOCIAL GUIDELINES |
| THE BANK (HOURS) | U.S. CUSTOMS REGULATIONS |
| SERVICE LIBRE vs. OTHERS | CONTACT LENSES AND GLASSES |
| THE TABAC | SUITCASE TAGS AND IDENTIFICATION |
| PARIS AFTER DARK | THE PROVINCES OF FRANCE VS. PARIS |
| PARIS DURING DAYLIGHT HOURS | CULTURAL SHOCK |
| TRANSPORTATION IN FRANCE | CULTURAL GOALS |
| PACKING | CROSS-CULTURAL UNDERSTANDINGS |
| FILM AND CAMERA USE | IMPROVING LANGUAGE ABILITIES |
| IMMUNIZATIONS | HOW TO "LOOK" ONCE ABROAD |

Dates:

Once your dates are set, be sure to check out the weather in France during this period of time you are abroad. Is it going to be raining, cold, warm, hot? Will your itinerary be taking you to the Alps where it might even be snowing in the high altitudes should you take a téléphérique at Chamonix? Publicize the dates and let everyone know the day the group leaves and the day it returns.

The Itinerary:

It is important that parents and relatives have a copy of the itinerary complete with phone numbers and addresses. You may want to go over the entire trip day by day and explain a little about regions, specific things that the group will visit, and so forth. Students will want to carry a copy with them abroad in order to tell where they have been and where they will be going the next day.

Airport Check-in:

Airport check-in is greatly facilited in most cases when there is a representative of the travel organization present to help check students and their bags. The internaional flight requires that passengers be there at least two hours prior to departure. Each student is to present their passport as they check their bags and present their ticket. Once a boarding pass is handed out, stress the importance of that pass. It is the same as their ticket at this point and should not be lost.

Airplane Conduct:

Many flights today are "wet flights", that is, all drinks are complimentary. You must stress to students that no liquor is to be consumed on the flight...or for that matter, at any time on the trip.

Arrival in France:

Arriving in France is a thrilling time as the huge plane touches down at either Roissy Charles DeGaulle or Orly. The two airports are quite different, especially their size. American Airlines now flies in Orly, while Air France and others arrive at Roissy. Roissy is found about twenty miles NE of Paris and Orly about ten miles straight south of the city. It is much easier

Arrival in France (Continued):

to come into Paris from the south than the north due to traffic. Tell students how important it is to stay together in a group once you arrive in Paris at the airport. It is easy to become separated from the group as there are so many passengers who must go through passport control and customs prior to getting their bags. The best way to arrive is to divide the leaders or chaperones into groups. One leader should be at the front of the group; another in the middle; and another as a "pusher" at the end to help stragglers. You should tell students ahead of time all this and remind them of it again in the airplane. Be sure to give flight numbers to your group at the PDO and ask them to repeat them from time to time to drill them into their heads.

**Passport Control**:

The immigration card is confusing to students. They must fill out this yellow form and present it with their passport at passport control in Paris. Keep it in the open and be sure that it is signed. The most common problem is the blank that asks for the "Point of Embarkation"... which is Chicago [or whichever airport you left from for France. Remind students that French customs is easy. Warn them not to take their suitcase through the part of customs where they check bags, but rather to look for the RIEN A DECLARER line(s).

**Customs in France**:

Customs both entering and leaving France should never be a problem, unless you are bringing in something that the French government does not allow or that is illegal.

**Lost Baggage**:

It does happen and it can happen to you. You need to be prepared. The airport at Roissy has an excellent bureau to handle lost bags. They speak English and will do the necessary work for you to locate a lost bag. It is imperative that all luggage have name tags on each piece.

**Luggage Arrangements**:

All students need to know that they will be carrying their own bags everywhere. They should not expect a porter. While there are baggage carts (free when you can find one) in both airports, every participant should be aware of the fact they they must carry their own bags, and in some cases long distances. This is why small wheels on the 26" piece of luggage is nice.

**Bus Loading in Airports**:

Most travel organizations do a good job at having busses close to the terminal where the group will arrive. Students are to stay in a group at all times and to be especially careful of their bags. Do not leave luggage unattended. In Paris the police are likely to take any small bag left unattended thinking that it may be an explosive device.

**Bus Conduct**:

Go over what you expect as far as bus behavior at the PDO. Tell the students that they are not to bring cassette players without headsets. This will take care of a lot of confusions and noise. They are to keep the bus clean. Take several large garbage bags with you to keep the food items, paper, sacks, etc. Keep one in the back of the bus and another near the front and tell the students to use them.

**Smoking**:

Fewer and fewer students smoke today, but there may be one or two who do. Let them know that they are not to smoke in the bus nor in their rooms. Smoking in hotel rooms can easily lead to damage such as burned bedspreads and chairs.

**Use of the target language**:

While some groups sign a promise to speak the target language in France, this is very difficult to govern. There is a time for English and a time for speaking French. When students are tired, they do not want to hear French. Encourage them to use French with you and to ask you freely how to say various expressions and what signs mean. Use the language where appropriate and when appropriate. Try to do as much as you can in French, but when spelling out specifics that are crucial, give a short follow-up encapsulizing the essence in English.

**Traffic in France**:

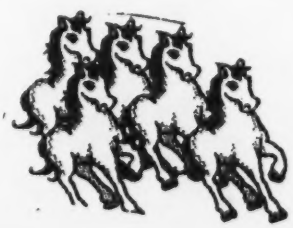
Traffic is a problem in Europe wherever you travel. In Paris students must be very careful when crossing the street. Tell them to never cross the street unless the light in their favor (green) or the sign is light up for pedestrians.

**Hotel Check In**:

Everyone has their own way of checking in large groups in the hotel efficiently. Experience has led us to send two leaders ahead while the other(s) police the bus and get students ready to get off the bus. At the front desk, announce your arrival. Tell who you are and with which travel organization you are traveling. Ask how they would like you to check in. Find out how many persons may stay to a room and how many singles there are. Also find out what time breakfast is served and dinner is appropriate. Take care of your own room first and the other adults. Get the room key for the bus driver and guide if you have one. Keep these separately and record the numbers on your master list so you will know where the driver is if you need to contact him. One person should go back to the bus and announce this information including breakfast hours. A master list with each student's name is essential for a quick check-in. As students come in the door you announce a room for 2,3,4, or 5 students. These persons come forward and ask them to give you their last name. Record the room number on your list. Students keep coming forward as you read off "room for four" etc. and give their names until this is complete. A list with the dinner/breakfast information should be posted in the hotel lobby (ask to do this à la réception). Be sure to ask if their is anything else that you need to know at the front desk and share it accordingly with the students. Ask about phoning home and the specifics of how they would like it done.

**Medication and Sickness**:

Students who wear glasses or contacts should bring along an extra pair and perhaps a prescription in case they are lost. Any special medications or precriptions should be in generic terms so that the French pharmacist can easily fill it. If any student(s) are on special medication, you should be aware of it prior to departure. Ask for this information confidentially at the PDO. Students who are prone to motion sickness should carry dramamine or its equivalent with them at all times. It is wise for leaders to have their own small case of remedies such as lomotil for diarrhea, ibuprofen, aspirine, and so forth.



**Emergencies**:

Leaders should always know how to deal with emergencies prior to actually having one. Ask your questions of the organization you are traveling with and be specific. Be aware that there is an American Hospital in Neuilly just to the NW of Paris with English speaking doctors and who accept Blue-Cross/Blue-Shield. Know how to make that overseas call by asking the local operator *before* you go to France.

**Phoning in France**:

Phoning in France was frightful task just a few short years ago. Today it is much better and easier, however most phone booths now require a small plastic credit card available from a post office, a tabac or a train station to make local calls. Most hotels can make calls for students, however it can be costly. Find you ahead of time how much it will cost. Dialing direct from a post office requires the numbers 19 (wait for the tone), then 1 + the area code + the number. 19 is the satellite, the number 1 is the USA and the rest is self explanatory. If you call from a coin operated phone, have lots of coins ready. Remember that it will be about 6 or 7 hours difference between where you are in France and back home, so call accordingly and don't get mom and dad out of bed at 3 am to tell them... Bonjour! A phone call can be made to the U.S. from any post office that has an operator on duty. Station to station costs are around $7.00 for 3 minutes; person to person costs run close to $13.00 with a charge of $2.25 for additional minutes. Person to person calls can be made to the U.S. collect. Ask the operator to connect you PVC, which means collect (Dad pays). Below are some useful numbers that you might wish to copy into your little black book. Many more useful addresses are given in the special section in the back of this packet. The télégrammes par téléphone is very handy. The cost is right around 27 cents per word and this includes names, address, everything that is to be sent. Cables take about 7 hours. A night letter cable of 22 words or less is approximately $3.00 and will take 14 hours.

**Au bout du fil (on the phone)**

Si vous avez le moindre problème avec une administration, téléphonez: Centre interministériel de renseignements administratifs : 567.55.99

Réveil-matin : si vous avez le téléphone, vous pouvez vous faire réveiller à n'importe quelle heure. Faites le 463.71.11

Information financiéres (de 14 h à 16 h les jours d'ouverture de la Bourse) : 260-84-00.

Informations touristiques : 720.16.78.

Information téléphonées (8 h à 24 h) INF 1 ou 46.31

Renseignements douaniers : 260.13.26

Renseignements gaz et électicité: Services Centraux2 : 56.94.00 r-Direoctin régionale de Paris (EDF-GDF) : 387.59.99

Etat des routes : 858.33.33

260.63.67.

Télégrammes par téléphone: 14.

Matières dangereuses (si vous en avez à jeter): 531.62.10

Renseignements téléphoniques:12.

Médiateur : 23, rue Auguste Vacquerie, 75016, tél : 723.72.26

Giscard d'Estaing, Palais de l'Elysée, 55, rue du Fbg-Saint-Honoré, 75008,tél. : 261.51.00.

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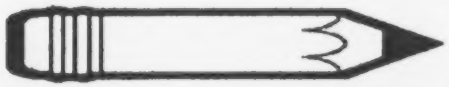


**Money use**:

Keep your money safe. At the PDO students and their parents should be told how much money to carry, and more specifically, how to carry it. The around the neck pouch is probably the most popular now and quite safe, yet theives have been known to cut the strap and pull the pouch from the neck. Traveler's checks in French francs are best as they are easily recognizable and easily cashed and for the full amount.

**Water in France**:

Can you drink the water in France? Yes. No problem. Encourage students to buy liter bottles of Evian, Vittel, Contrexville or some other eau naturelle and to drink lots of it. Carry water on the bus as well for taking tablets and for thirst.

**Museum Entrance in Groups**:

Collect the money before you get to the door of a museum and pay for the entire group. You may be asked if any students are over 18 years of age as the adult price applies to them. A "laisser-passer" from the French government is very nice for museum entrances. See the format and necessary form elsewhere in this packet.

**The Typical Day**:

At the PDO go over a typical day as you envision it with parents and students. Let them ask questions about this day. Don't try to give too many specifics and things change a whole lot once you are "sur place".

**The French Menu:**

A French menu can be quite confusing when seen for the first time. It is always a good idea to study menus in class, ordering, and figuring out what all the various words mean. Note the prices as well and try to give a comparable price in American currency.

**The Post Office:**

The French post office can be a real trial for Americans. Just trying to figure out where to buy stamps can be a challenge. Be sure to go with students the first time they try to buy stamps. Find out how much a letter costs to the USA. It is always wise to have the letters sent weighed in the P.O. as once more than one sheet of paper is added, the price changes. Cardboard boxes of various sizes can be purchased in the P.O. for sending home items such as books, clothing, and souvenirs. This can really help on the weight later on when boarding the airplane to come back home. Teach students what they need to say to mail a letter or a post card. C'est combien une carte postale pour les Etats-Unis? Donnez-moi 5 timbres à 3F50 svp.

**At the Bank:**

Once more, a real experience for the first time and as a leader, you will have to cash checks or change money sooner or later. This is one good reason to have as much money as possible in French francs or in French franc traveler checks. Banks are closed on Monday in France. Many groups arrive on Saturday and can not change money until Tuesday or at the airport where the exchange rates are often not good.

**Libre Service:**

Warn students that some small stores in France do not appreciate nor solicit clients to come in simply to shop around. More and more stores have a sign in the window that reads "LIBRE SERVICE", which translates roughly into...come on in a shop around.

**The Tabac:**

While most Americans have learned that you can buy stamps in a tabac as well as in a P.O., most patrons frown on doing so. If you want to send a letter or a post card to someone in France, no problem. But do not go into a tabac and ask how much it costs to send a letter to the USA. They simply do not know.

**Paris after dark:**

Paris is definitely two cities; one in the daytime and another after dark. Les Noctumbules come out after ten o'clock. Many theaters, restaurants, cafes, and other businesses do not open until late. It is important that you insist that your students do not walk around in Paris by themselves. This is an absolute NO NO! Girls never go out in groups of less than three. Boys too!

**Tipping**:

Usually, 15% is figured right in to the bill wherever you eat in France. Caution students to read their bill carefully to see if the "service est compris" or not. Teach them the expression... "Est-ce que le service est compris?"

**Cafés and Restaurants:**

Remind your students that French law requires that the prices (Consommations) be listed in front of the business. Students should never go in an sit down just to study a menu. The entire list of food, drinks, snacks, and edibles is posted near the door. It is to be studied *before* entering.

**Bathrooms:**

Bathrooms are a big problem at times for Americans. Here we can go into a bathroom at any gas station, quick food restaurant, and...almost anywhere. In France, no! Students must be aware that unless they have puchased food in a café or restaurant, they are not welcome to use the bathrooms. When an emergency arises...and one will, advise your students to simply enter a café and look for the signs that reads "toilettes" and go ahead an use it without asking. This is for emergencies, okay?

**Store Hours:**

Stores have different hours than our stores do here. They most often stay open much later in the evening and close over the noon-hour for at least one hours and often for 2 or more.

**Keeping good notes and a dairy:**

You just can't remember it all once you go back home. Keeping a good dairy is important. Advise everyone to do so, especially with names and observations. Some study groups have particular things that are to "research" and study while in France and must fill out responses. This adds lots to the enjoyment and being in France as they learn much more doing this, especially in French. You can take "worksheets" with you to France and have students fill them out. You can require that they write what it says above the front portals of Le Panthéon, sketch the façade of Notre-Dame, ask a policeman what something is and record the response, and many more fun-type activities.

**Electricity in France:**

A word of caution on the French current which is 220 volts. Every year at least one of my female students blows out a hair curling iron or worse yet, has one get stuck in her hair which becomes melted to the iron. An *adapter* simply changes the socket configuration from the round plugs in France to the American type. A *converter* changes the 220 volts to 110 volts. Both may be needed, but most often the latter is required for blow dryers, radios, shavers, etc. Be sure to buy a converter that is designed to do what you want it to do. We have blown out many circuits in small French hotels because many hair dryers and irons were plugged in at the same time. The more modern French hotels have a special outlet which requires one of their own adapters or converters be used. It is not unusual to find hotels that do not have any outlets in a room, or only one in a hallway.

**Shopping time and free time:**

Shopping is one of the "raison d'être" of going to France for some students. Time must be planned just for shopping. There are always plenty of shops for buying souvenirs in France, but often students are looking for a specialty item that requires a trip to a large department store. We highly recommend Les Galeries Lafayette just behind the Opéra or their store in the Montparnasse center under la Tour Montparnasse in front of the Gare Montparnasse. Other stores in Paris include Le Printemps, Bon Marché, Le Louvre, and Le Bon Samaritaine... all are good.

**On being polite:**

Americans have often heard that the people in Paris are not polite. You can find whatever you are looking for in people, Paris included. Tell your students not to be boisterous, pompous, loud, and demanding. Being polite goes a long way in developing good relationships with others...Parisiens included.

**Group Conduct:**

Group conduct must be discussed at the PDO. Tell your expectations on how you would like the group to act at all times. You might also relate what you WILL do if bad things happen.

**Gifts and souvenirs:**

You will always have at least one student who brings mother's and Aunt Tillies laundry list of shopping items to France. This is unfortunate. Caution parents not to load their sons and daughters down with "things to bring home" lists. If your students are going to be living with a French family and know how many brothers and sisters they have, here are a few good gifts to consider taking for them.

**Gifts and souvenirs (Continued):**

Anything that has English written on it such as tee-shirts, hats, and book bags
Books about your state or city
Indian items. They love the Wild Wild West.

A small coin or stamp collection of American items
Records or tapes of your favorite singers or groups
Regional specialities such as Iowa ham, Minnesota wild rice, and candies
A small album of photos of your family
American foods such as popcorn, jello, peanut butter, chocolate chips for making cookies
Something your mother has made herself my hand
Cornhusk dolls
Posters or large photos and school supplies with English on them

**Insurance:**

Most students will have some type of health insurance. Be sure that they know what their parents have for insurance (Name of company). Check with your travel group organization to find out what kind of coverage you will have once abroad. Do students have to pay for doctor's office visits, dentists, casts, etc. Most organizations have a deductible type of health claim, usually the first ten dollars. Keep good records, and if a student should have an accident that requires the care of a hospital of physician, keep all receipts and have the proper forms filled in by the same.

**Cameras and film:**

Cameras can be a real problems for students who have never taken photos and who are sent to France with dad's 35mm camera that requires focusing, setting knobs and gadgets. The new auto-focus cameras are the only way to go. They range in price from $50 to $500. Take plenty of film and it is costly in France. Students may wish to consider taking slides as they can share slides with groups, family and friend much easier.

**Immunizations:**

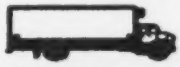
Students should have a tetanus shot which is current. No other shots are required.

**Clothing and packing:**

The best advice anyone who is an experienced traveler can give you is to "travel light!" You will find that you will take a variety of items that you could have gotten along without. Since you have to carry these all over with you and carry your own suitcase, don't take what you don't need. Remember that you can buy what you forgot over there as well. A small suitcase with wheels is very nice. Nothing over a 26" is best. A small sling or carry-all, or even a back pack is fine too. Large purses get in the way once abroad, besides crooks might be tempted to snatch them as well. Take one nice outfit, that is, something that you could wear in to a nice restaurant or to church. Take a raincoat, even if it is a light weight one or just a plastic jacket. This is a must. If you don't have it...you can't put it on. One fairly heavy sweater is a necessity. You can layer clothing and a sweater works well. It's also nice for a dress-up outfit. Several tee shirts or tops are fine. Take along two pair of blue jeans. Everyone wears jeans everywhere. They are practical, warm, and wear well. About five pair of underwear is right plus five pair of socks. One pair of dress shoes and one pair of solid walking shoes are advised. The walking shoes should be well broken in prior to arrival abroad. The dress shoes should also be comfortable. A pair of pyjamas, a swimming suit, a toilet kit

**Clothing and packing (Continued):**

with shampoo, a tooth brush, shaving items, small towel, washcloth, and a hairbrush are all items you will need. Take along a couple of small clear plastic bags for wet items such as bathing suits, towels, etc. as you travel. A small clothes line that stretches and for drying items in your bathroom is great.



**Transportation in France:**

Should you like to take off and get away from the students for a short while, the French train system in the best means to do so. You can purchase a ticket at the train station in a machine and simply walk on the train and away you go. Even the TGV in the Gare de Lyon has a ticket machine.

**The Métro:**

The Métro can be very confusing for the first time. If you are experienced at traveling on the Métro, tell as much as you can about how it works, what not to do, how to make a correspondance, and words of advice. Students should purchase "un carnet". This is a special booklet of ten tickets. They are much cheaper than if individually purchased. If you will be in Paris for a week, buy Une Carte Orange. Be sure to bring a billfold-size photo of yourself for this special card. It contains a single ticket, but this ticket can be used over and over for one week or a longer period if you buy it for that amount of time. These can be bought in any Métro ticket booth. They are a good deal as you do not have to buy any more tickets. They usually run from Monday to Monday, so remember this as well. If you have students in Paris for a week, the Carte Orange is a must.

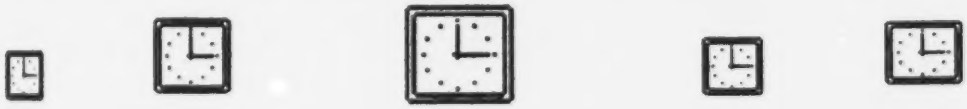
**What *not* to take with you:**

Do not overburden yourself with a lot of extra weight. You may purchase shampoo, tooth paste, and other toiletries in France at a Monoprix, Uniprix or similar store for prices similar to K-Mart. Plan on doing this. Start out with small travel size bottles and graduate in the French brands.

**The importance of the US passport:**

Students may apply for a passport at the local post office. The cost is $27 for students under the age of 18. A passport that is good for a longer period is also available. 2 passport photos 2" X 2" are needed. Be sure to have a qualified photographer do this as they may not be acceptable if they are not of proper quality, paper type, and size.

Your passport is a very important document. It should be carried with you at all times. Do not pack it in your suitcase. It is best to carry it with you in a safe carrying pouch such as those that tie around your waist or are carried by a cord in a pouch around your neck. Make a copy of the information page where your photo is and carry it with you abroad in case it is lost or stolen. It is also a good idea to carry a photostatic copy of your birth certificate with you as well.



**Money**:

Take your money in traveler's checks in French francs. You can get these at any major bank. You should also carry about half of your money in French francs in hard currency. You will not need any American currency (dollars) in France, however in the airport in the USA you will want to buy things and again, when you arrive home. This amount should only be around twenty dollars. It is advised that students plan on spending between 15 and 20 dollars per day for spending money. On a three-week trip, this means around $400.

**The drug scene in France**:

The drug scene is ugly everywhere in the world. Getting caught with drugs is very serious and students should be forewarned of the consequences.

**On being honest!**:

Students are advised to be honest with their leaders/chaperones. If they are sick, they should let them know. If they have diarrhea, they should seek immediate treatment and let a leader know this as well.

**U.S. Customs upon return**:

U.S. customs have become almost as easy to pass as walking through your own back yard. There are rarely any problems as long as students (and leaders) are honest. Advise your students not to go to the agricultural section where suitcases and packages are opened. If they have live plants or animal products, they should discard them prior to arrival at an American airport.

**The Airport in Paris and good prices**:

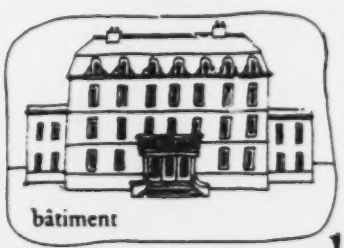
The duty-free shops at Roissy and Orly are great places to spend those last few francs...or dollars as they accept these as well. You can but a wide variety of goods, especially luxury items, in these shops. Encourage your students to keep a few francs for this.

**Suitcase tags and identification**:

It is essential that all baggage be clearly marked with full names and addresses. Travel companies usually provide such tags. Check to be sure that all suitcases have proper identification tags prior to departure. Another good idea is to have some type of long colored bookbinding tape on each and every piece of checked luggage. This makes it easier to identify once you arrive in Paris and back in the States. Yellow is best as you can see it from quite some distance away. Double tags is also a good idea, or at least, a second sticker name tag.

**Improving language skills abroad**:

Many students come back from France saying..."I learned more in just those few weeks than I learned all last year in my French class!". The amount of language that a student can learn is entirely dependent on their willingness to try to use the language on every occasion. Students should be encouraged to speak French together and especially with their French friends and family. Challenge your best students to sepak only French while in France.



bâtiment

**The Role of the Parents:**

Be sure to make it clear to all participants that their parents are invited to attend any and all meetings that involve plans for the trip. Parents are often under the impression that they are not invited to such meetings. From experience, parents who attend are very glad that they came, if for no other reason than to become better acquainted with the leader(s) and with the manner in which they plan to carry-off the trip. Parents of younger girls often indicate the most degree of concern, and rightly so. They must be given some kind of assurance that so called "free- time" be taken to mean that structured free time is built in to any kind of program, however this means that students will be able to choose from among the options...and still be under group leader tutelage or direction.

The so called "Pink-Slip" approach to drinking in France can create lots of unwanted problems once abroad. This means that students are asked to sign, along with their parents, the precise parameters for drinking. Somehow this slip of paper is often pink...thus the "pink -slip". Some groups permit students to drink moderately; others none at all. It is very important that you express your beliefs on drinking with the entire group in the presence of the parents. The pink-slip approach is hard to enforce. It is much more wise to make a few simple rules that can be enforced and that will be enforced once abroad. No hard liquor at any time is one good rule. No drinking at any time in hotel rooms is another. Students must know that they can and will be sent home at the expense of their parents if drinking is a problem. Students will be exposed to drinking in France, probably with their French family if not in the street. Have parents make a hard and fast rule with each of their sons or daughters prior to departure. Have them state to you in writing how they want you to handle drinking problems. This is just one way of handling the problem, but seems to work.

There are lots of areas of concern for leaders, teachers, and chaperones. Students have many concerns as do their parents. Fear, anxiety, dread, alarm, dismay, consternation, panic, terror, horror, intrepidation all seem to hinge on one factor... lack of information. The PDO must take care of most of these cases to an extent that the participant is put at relative ease (parents as well). The painful uneasiness of mind over an impending or anticipated ill chokes off the early benefits of the wonderful experience of traveling abroad unless diluted with good information and delivered in a secure and tactful manner. There is such a thing as a "healthy fear" (e.g. the Métro, Paris at night), however no one is going to enjoy an experience thousands of miles from home if they are over-ridden with guilt, insecurity or doubt. Setting the guidelines and rules to be followed is an absolute necessity at the PDO. Careful consideration on each point is essential. Rules that cannot be enforced can be "back-breakers" in France. Remember that there can be no absolute rule in a dynamic situation... so keep them simple, and to the point. Here are three simple suggestions:

1- You are responsible for your own behavior and its consequences.
2- If you cannot be responsible for your own behavior, then I as a leader must become responsible for you, and if I cannot do this, you will go home...at your expense.
3- All things in moderation (don't overdo the trip!)

Sending a student home at their/or their parent's expense may be a last resort option, nevertheless participants must be convinced that you can and *will* do this if necessary. It must be a viable option for you at all times. Be sure that you speak with the organization you travel with to find out precisely what is involved to do this drastic measure, but <u>do know the necessary procedures</u> to get the job done. Information on making long-distance transcontinental call is given elsewhere in this manual. Be sure that you also know how to do this...and don't hesitate to

do so if you need to call a parent or guardian The PDO must "get it all out in the open" from the beginning. There should be only sunshine... and no shadows of doubt as to where you stand and your authority and your willingness to use it.

Much can be learned from college and university programs who have programs abroad. A Cross-Cultural Awareness game called *Bafá-Bafá* can help to sensitize students to the differences between societies and the social mores of each. The focus is this technique/game is upon the concepts of selective perception, ethnocentrism, and cultural relativism. Various assignments are given to participants regarding the culture of France.

Dr. Reuben Peterson, Director of the International Office of Central College, provides each student who takes part in their programs with a very helpful handbook. The principal purpose of the handbook is "to allow students to grasp the idea of the European Studies Program with the chief topics being: On entering another culture; Skillfull exploration of the culture; Developing language fluency and communication skills; and emerging as a sensitive and well-seasoned world citizen." This program, having been in existence for a good number of years, relays the principal kinds of problems that can arise and what to do about them once you are "our place." Several attachments and forms that students who spend an extended period of time in France must fill out are included for student perusal .

International Studies Office, Central College, Pella, IA 50219.
Attn. Reuben Peterson. Tel. 800 458-5503.

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Michigan State University sponsors a summer study program of language and culture in Europe. Part of their pre-departure exercises include having all students record a list of stereo-types of the French people. eg., they are stubborn, they drink lots of wine, they all wear bérets, they have a mustache, they are passionate, gourmets, and a nation of stingy gold -hoarders. They are then asked to share their list of pre-conceived ideas that they have and to "file them into their brains." Once the trip is completed, they are asked to review those ideas that they had before they went to France with those they now carry, if any. MSU stresses that students get ready to "Expect the Unexpected" once they are abroad. How to cope with the myriad of cultural discrepancies and problems is a planned part of the PDO. A huge packet containing maps, packaging lists, mailing addresses and a MSU guide to study and travel is part of the program. Expecting surprises, anticipate unusual events and allowing time and flexibility in one's schedule to absorb these is good advice coming from those who have traveled before.

Intercultural Student Experiences (ISE) in Excelsior, Minnesota provides secondary students with small "Guidebooks" that include guidelines on conduct, money, family stays, packing, passports, insurance, immunization, jet lag, business hours abroad, the calendar and much more. Excellent pre-departure orientation materials are provided for all leaders as well as leader seminars for those who have never been leaders to France before. ISE also gives each participant an opportunity to take part in a PDO that focuses on the various problems that can arise as well as giving information on how the program will unfold from day one to the last. On this program, the leaders serve as the guides as well as the persons responsible for the students as they travel in France.

A film is also available to teachers who wish to better Concordia College (Minnesota) provides each of their travelers with a small, concise cultural and informational handbook entitled: "C'Monologue Guidebook". Their 52-page booklet is well done. Much of the information included is based on previous student input and experience abroad. A handy traveler's checklist is included that commences with signing up for the charter seat on the flight and ends with taking a "dry-run" on packing your suitcase.



PECHINEY

"Keys to a Happy Journey"

TRAVEL SLOWLY ...take time to absorb the beauty of a mountain or a cathedral
TRAVEL HUMBLY ...visit people and places with reverance and respect for their ways of life
TRAVEL ...with imagination
TRAVEL ...courteously
TRAVEL ...with curiosity
TRAVEL ...with an open mind. Leave your prejudices at home
TRAVEL...with the spirit of a world citizen. You'll discover that people are basically the same the world around. Be an ambassador of good will to all people
TRAVEL...as though you are an ambassador from your country...because you are!
TRAVEL...with your tongue and use it. Practice your language. Use it lots.

. . . . . .

PROBLEMS THAT LEADERS MAY (will probably) ENCOUNTER:

I. Lost items such as purses, coats, paseports, cameras, traveler's checks.
   A. Group leader should collect and carry birth certificates and the traveler's check numbers from each student as well as passport numbers
II. Boredom, homesickness, "culture shock", refusal to cooperate, intoxication, and breaking of the rules
III. Illness, intoxication, "romances"
   A. Students with chronic medical problems, e.g., diabetes
   B. Someone getting sick on the bus
IV. Failure of tour sponsor to carry out promises
V. Missed busses, students who always late to arrive
   A. Students do not sign out when leaving the hotel
   B. Students going out alone
VI. Most problems can be headed off with a good PDO
VII. Tour leader's responsibilities
   A. To establish rules and to make sure that students and parents are aware and in agreement of each
   B. Able to send students home for serious infractions of the rules

ON RETURNING HOME:

I. Purpose of the trip in the first place
II. The problems of re-integrating those who went abroad with the class
   A. Jealousy on the part of students who did not go
   B. Monopoly of classroom discussions by those who went abroad
   C. Participants' sharing of experiences with their classmates

III. Get-Togethers
   A. A post-part after pictures are back
   B. Invite perspective students for the next trip (parents too)
   C. Relate fun incidents on the trip, make "awards"
   D. Relating the leader's view of the trip for all.

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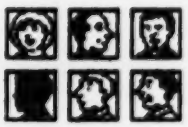
A **Mini-Drama** is a short play involving French and American persons. Each illustrates a cultural conflict that might occur at some time in France. They bring about a better understanding of the differences and students who take part in Mini-Dramas are able to better adapt to these situations when they are actually encounted in France. They are usually based on a misunderstanding that may be caused by a lack of knowledge of cultural connotations of words and actions. Here is an example:

Jean-Luc: Salut Pierre. Ca va?
Pierre: Oui. Ca va très bien merci. Où vas-tu en ce moment?
Jean-Luc: Moi, je vais au tabac. J'ai une lettre à mettre à la poste, mais je n'ai pas de timbre.
Pierre: Il y en a un au coin de la rue. Veux-tu que je te montre le chemin?

This dialogue conveys a useful piece of information for students going to France. It is short and to the point. Often, a question follows and four possible responses. Students are asked to choose one of the responses.



:::: Why doesn't Jean-Luc go to the post-office to buy his stamp?
1. It is too far away and probably closed anyway.
2. The tabac sells stamps as well as many tobacco supplies.
3. He is going to first buy some cigarettes.
4. He is probably going to ask the way to the post-office at the tabac.

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The correct response is -(2). In France, the tabac sells stamps as well as tobacco products. It is very handy to be able to purchase stamps without having to go to the post-office.
A book of 50 Mini-Dramas in French from National Textbook Company, 8259 Niles Center Road, Skokie, ILL 60076 sells for $3.40 each (110 pp.) The author, Arley W. Levno, suggests that students either read silently or enact each drama and then answer questions relating to the differences pointed out in the text. The text: Rencontres Culturels: Cross-Cultural Mini-Dramas, has "follow-ups" on each drama and a French-English vocabulary accompanies the scripts.

**Culture Capsules:**

The followng contains examples of materials from a series entitled: New World Culture: USA-France (Culture Capsules) by Dr. Dale Miller. The idea has caught on in many classrooms in the country as they are easily prepared and quite simple to teach. Each capsule treats a single theme (e.g. lotteries) from the points of view of two different cultures. Each has a review of one's own cultural view, a comparison of the culture being studies, and a means by which one

**Culture Capsules (Continued):**

may "walk in the shoes" of people of other cultures. They are available from: Culture Contrasts Company, 2550 East 3370 South, Salt Lake City, UT 84109. The booklet contains 100 capsules and sells for $4.95 each. Some of the various themes include: Advertising, Bike Racing, Bread, Burials in France, Christmas, Driving, Engagements, Family Life, Farmers, Greetings, Housing, Liver Trouble, Love, Marriage, Meat, Metric System, Motorbikes, Wines, and Youth Hostels. They can be put on to transparencies easily and make good supplementary materials for teaching culture. Students could also give reports on capsules to the group. The culture cluster is a short unit that contains 3 or 4 culture capsules, questions for discussion, and finally, role-playing by the entire group. During the playing the leader acts as narrator and guides the students through the simulation. The narration is usually read by the leader. It might be a description of each phase of the wedding ceremony with pauses so that the members of the wedding party may recite their traditional lines, e.g., Acceptez-vous de prendre pour époux Jean-Eric François Laborde? Oui, je le veux.

These cultural capsules are now available for the Macintosh Computer from ICD Corp., 750 North Freedom Blvd., Suite 3038, Provo, UT 84601-1688 (801) 373-3233. They are excellent. They also print out wonderful handouts with maps and cultural desciptions on customs, manners, life-styles, history, and more on France (and 100 other countries of the world). You will need a Mac Plus or better; System 6.0 or higher, and a hard disk with 2.5 MG free.

For further information on the culture cluster, see Foreign Language Annuals 6, No. 3 (March 1973), pp.331-338, by Betsy Meade and Genelle Morain. During the course of the cluster, students become actively involved in culture. They make New Year's resolutions, give toasts, present the carte de visite, or search for the "fêve" in the traditional "galette" on the sixth of January. In this case, they would not only manipulate the language, but perform social rituals as well, thus going beyond the surface manifestations of a particular holiday ritual. Students thus gain a better understanding of the underlying attitudes and assumptions which figure into the French way of life. (See following page for example of a culture cluster)

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**Audio-Motor Units:**

This exercise is described by its authors as a "dimensional strategy based on a series of spoken commands requiring visual, auditory and motor involvement." The leader develops a series of ten to twenty commands around a common theme (e.g. shopping, in the métro, lunch at Maxims). The commands are then put on tape. The actions are pantomined in response to what is heard on the tape. Porduction of the correct physical response to varied commands ensures that meaning has been internalized. This teaching device was originally devised as a means for strengthening listening comprehension skills. It has also been proven to be an effective means of imparting cultural information. Movement and emotion are particularly effective dramatizations as the possibilities for interweaving vocabulary, action, and culture with this technique seem endless.

Here is an example of such an Audio-Motor unit:

An American student might consider some of the following aspect of French culture rather unusual and therefore these topics can be considered as possible Culture Capsules, Cultural Assimilators, Culture Clusters or Audio-Motor Units.

- Linking arms in the street as one strolls
- Only one restroom for both men and women
- "le bain turque"

**Audio-Motor unit (Continued):**

- Eating with the fork in the left hand at all times
- Two classes on the Métro
- Carrying bread unwrapped
- Main meal at lunch with hors d'oeuvres, entrée, salad, cheese, fruit, dessert with dinner at 7:30 or 8:00
- Everyone shakes hands
- Stores close over the noon hour
- The concierge is in charge of an apartment building
- The French eat rabbit and horsemeat

**Cultural Assimilators:**

An effective means of conveying cultural values is to present situations in which an American is forced to observe and discuss his reactions. In a cultural assimilator students become conscious of foreign behavior patterns in an almost gamelike manner. They may be done in English of students cannot handle the language, however they are more effective for groups traveling abroad when carried out in the target language. They may also serve as springboards to launch into other class discussions on culture and ways of doing things in France. On the following page is an example of a programmed cultural assimilator written by Genelle Morain for a Pre-Conference Workshop of the American Council on the Teaching of Foreign Languages in Chicago in 1971. Cultural assimilators are usually in paragraph for as opposed to the Mini

-Dramas that are enacted in dialogues. The format for follow-up is similar since a question is posed on the cultural differene that gave rise to a misunderstanding. Persons who have experienced various difficulties in either travel/study or living abroad can usually think up many of these problems that make for realistic settings for such exercises. Students may use the assimilators as a reading exercise or may actually act out the problem in front of the group. With the cultural assimilator, one person or group intentionally offends or annoys the other. What is the source of this misunderstanding? The students read four feasible responses and they are asked to select the correct one. They then check with the page with the correct answers and if they are wrong, they are told why, and asked to reread the passage and select another solution.

**On Becoming a Group Leader:**

The question is often raised "What must I do to become a group leader?" This is an attempt to respond to that question in a direct manner. Teachers on all levels of instruction find sooner or later that they would like to go to France or "back to France." One way is to accompany a group of students either during the school year or during the summer. Before beginning to describe the qualifications of a group leader, it might be wise to outline a few descriptions of what a leader is not.

NOT ALL FOREIGN LANGUAGE TEACHERS MAKE GOOD GROUP LEADERS
NOT ALL PROGRAMS DEMAND THE SAME KIND OF LEADER QUALIFICATIONS
NOT ALL LEADERS ARE PROVIDED "A FREE TRIP TO FRANCE"
NOT ALL LEADERS COME BACK TO THE USA WANTING TO REPEAT THE EXPERIENCE
NOT ALL LEADERS ARE "A NATURAL" JUST BECAUSE THEY SPEAK THE LANGUAGE
NOT ALL LEADERS ARE PROBLEM SOLVERS
NOT ALL LEADERS ARE CAPABLE OF GETTING ALONG WITH YOUNG PEOPLE ON TRIPS

**The Group Leader (Continued):**

So what is a group leader? I think that he or she can be described in just two words...a "problem solver." Language talents, counseling techniques, medical training, travel agency experience, knowledge of the terrain and past experience as a student are all attributes, but certainly do not spell definite success. They are furthermore...a father and a mother away from home, a walking dictionary, a schedule expert, a believer that diligence is the mother or good luck, a baggage carrier, a nurse, a guidance counselor and a friend.

**Some Good Resource articles:**

Two articles on the basics of setting up programs abroad and specifically the role of the leader/director are written by Griffith and Galt. Both describe the important elements of such an experience with an emphasis on leadership roles. Griffith outlines logistics, costs, itinerary, tours, culture talks, orientations, baggage and medical insurance, the campus, the courses, conditions, and the program director. He points out the characteristics that he feels are crucial in any leader/director of a program abroad. That person must be: a teacher, an administrator, a disciplinarian, a counselor, a big brother, an expert in matters of tourism, an interpreter, a businessman and a diplomat all rolled into one. There is no such things as a "free trip" cautions Griffith. There can be no such thing as "free time" about the job of chaining a person to duty 24 hours a day. The person must be on duty conducting tours, giving briefings, counseling, telephoning or traveling out of town arranging for the next visit and ironing out the kinks in any logistical problems likely to occur. He feels that leaders are busy enough doing the necessities without such things as illness, unfavorable weather, or hotel problems. When these occur, the work can easily doubled. Anyone looking for a "free ride" need not apply concludes Griffith of Illinois. (1) Alan Galt of the University of Washington article in the American Foreign Language Teacher(2) gives the perception leader lots of hints on budget, transportation, accomodations, language proficiency, academic and touristic attractions, freedom in the schedule, recruiting and publicity, pre-departure meetings, banking and leader/director traits.

**The Leader and the Program:**

Some programs unfold themselves with few problems as they are well established. They provide almost everything for the leader and they run very smoothly. Other programs provide only a basic structure and leave room for filling in the kinds of things the planners would like to do with the participants. Be sure that the programs provides you with what you want if you are to be the leader. If you are capable of "filling in the gaps" and planning an itinerary that will meet your needs and those of your students. Any doubts about the program are to be worked out before going abroad, not while you are there.. If there is to be any variation from the program as described in a brochure, all financial arrangements must be put down in black and white and agreed on by both parties prior to departure.

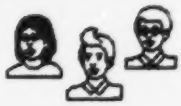
**Who should go?:**

The Experiment in International Living writes that "not every interscholastic missle lands on target." Not every student will be benefited from such an experience...nor will every leader. Some kind of selection process is a necessity if leaders are to function properly once abroad. This may mean interviewing each participant, taking placement tests, requiring a certain degree of language fluency, asking that a paper be written in the language on why the participant wants to go to France, or recommendations from several persons who know this student. All of these however, cannot insure a successful experience once the group is in France.

**Do I have what it takes?:**

Many teachers of French have suddenly felt the urge to take on the responsibility of leading a small entourage to France either on a program during the year or the summer months. Most seek a "canned program", at least for the first trip. These teachers often quiz others on the qualifications of a leader. While experience is still the best teacher, those characteristics that qualify one for leadership (as outlined by Galt) are:

a- speak the language fluently
b- have traveled in France previously and have some aquaintance with the customs and institutions
c- enjoy the company of your students and would be willing to be their constant companions over a period of time
d- respect them in decision making without relinquishing control
e- are emotionally stable and can take calamities in stride
f- sincerely want to provide your students with a worthwhile experience in any way you can



If you are looking for a "free vacation", concludes Galt, try the televised give-away shows. This author would agree with each of the qualifications and add that any person who wishes to take on these responsibilities be willing to learn from negative happenings outside of any controls that might have been provided. Having foresight means taking the extra steps to double check everything that might be a problem. This can mean anything, even something as miniscule as finding out how the front desk would like the bags stacked before the bus arrives asking where the group might picnic for lunch between two cities by stopping and asking a local peasant or businessperson.

Problem-solving is greatly facilitated with persistence in these areas. On-going diligence and tending to the campfires means a group that will be happier. Keeping the group happy is a constant goal of any leader. It is not always possible, but group input will help in times of adversity. Some decisions must be made by leaders; others can include students; and still others should be made by students only. Responsible leadership means knowing the difference between the choices and using them wisely. There can be few fixed rules in a dynamic atmosphere and this compounds itself exponentially as the group size increases. It is much easier to move 6 or 7 students than 60 or 70. Good advice is still: "Know before you go!"

Why do I want I go abroad? is a question that students must ponder before entering into an unfamiliar environment. A typical response might be: such an opportunity offers you a unique experience enabling you social and intellectural growth by placing you in a situation in which you can take a new look at yourself. You will also be able to develop fluency in the language and build vocabulary. The new young people that you meet will allow you to encounter new patterns of culture to which you will have to adapt; that is part of the challenge—and part of the reward. Two of the greatest assets of young people is their ability to adapt to new surroundings and their flexibility. Maturation takes place more rapidly in such a setting where the young are given the opportunity to discover important things about themselves and others. New insights are developed that will shape their thoughts about the future and the way that they will act towards other human beings.

All these may be true, however the fact remains clear that almost every person who leaves the familiar surroundings or home and enters into a new set of stimuli will find that they must adapt to the new clues and many are unfamiliar. Edward T. Hall in his book Beyond Culture, points to the fact that we are all products of our culture. Cultural irrationality is

deeply entrenched in our daily lives. It is as if we wear binders. Our views of the world do not normally transcend the limits imposed by our culture. As Americans we all carry built-in, hidden and unstated assumptions that control our thoughts. Our minds are shaded by our past and the way we "have always done things." We cannot adequately understand, explain, and describe another culture somehow transcending our world. They had "funny looking little cars, ate this ridculous food that was all mostly, and everywhere they went they hurried," would be an example. Being in a cultural bind, we must seek to transcend the confines of our own stereotypes to which we have been conditioned. If one is to react to aspects of another culture, he must be aware that the system is made up of component parts that are closely inter-related and the visible and invisible effects are a result of the dynamic functions of the society.

Culture shock might be compared to Future Shock. Stimuli are coming at a person at such a high rate that the mind is unable to sort out what it knows to be true and attempting to "make sense" out of what one is sensing becomes "shocking." It is not only the observable phenomena of things and events "out there" in the world that affect these senses, there is also the invisible structure of knowledge and belief that are organized into the society that cause its members to perceive, formulate acts and to choose between alternative behaviors. This sense of culture refers to the realm of ideas. There is then, both the explicit and implicit aspects to be reckoned with. One sensitive participant recorded in her cultural-awareness booklet in March; "I was bombarded with perceptual overload." The leader must be aware of the effect of cultural schock on students. It is best to simply bring it out in the open and to talk about it. If the student has a great deal of difficulty dealing with this phenomena it can lead to worse consequences such as home sickness and wanting to go home. Students who are kept busy with interesting and fun activities will adapt more quickly than those who are given time to remain cooped up in a hotel room by themselves. This is another good reason for the PDO. It leads to friendships being built and one student can "lean on another" for support when they both are feeling the same kinds of sentiments. Culture shock (C.S.) is very real. Central College writes in their guidebook for students who will be studying in Paris for one year: C.S. I. is alarming, threatening, and pretty exciting. C.S. II is mostly dull. Some students confuse it with home -sickness. You feel tired, waspish, and inclined to day-dream about hamburgers and hi-fi. ...The experts say that the same thing happens to everybody: peace corps volunteers, soldiers, diplomats, missionaries, and foreign students who come to the U.S. to study.

There is an advantage to short term program. It is soon over. For extended periods in an alien environment, counseling may be needed. C.S. takes on may forms in secondary students. It is most commonly manifested in the form of a reaction - yuuch!, disgust, ridicule, contempt- to customs or beliefs belonging to another culture. C.S. is ethnocentrism personified is a crisis situation. Just as a plant that has been transplanted. It either "adapts or dies." The forced re-adjustment can be a very gratifying thing. It can also be a very exasperating experience. Compounded by language frustration, irritation or strange signals that the brain is unable to decipher, and strain on the senses due to heightened attention given to these strange clues in a foreign situation, a common reaction is withdrawal. By preparing for the experience intellectually before the phenomena is going to occur, we can help the students to smooth over much of the rough ground that is ahead. Culture capsules (see reading list) and culture assimilators that give the student an opportunity to become acquainted with those things that are most likely to occur (W.C., tipping, politeness, manners, etc.), when they are exposed to each of these in real life, they have a better idea of what is going on.

Although no amount of pre-planning can take the place of actually being there, the practice is very worthwhile. Non-verbal communication in another country is difficult to teach

state-side. It is intersting to have students react to what they see happening in front of their eyes concerning facial expressions, gestures, and body proxemics. It is a tolerance of ambiguities that helps a person adapt to the environment. It builds self-confidence and maturity. What students need to remember is that...."If I had been born and raised here in this country and had had the same kinds of experiences as this person before me has, I would act exactly in the same way." Nothing can take the place of actual contact. It is "Close Encounters of the Third Kind" that make the most difference. We can read about the culture; we can observe the culture; however, until we enter into the culture by making contact with its people, we have not felt the impact that that culture has to offer as far as building a better relationship between two parties. Free and sincere interaction is a key to building good rapport. Sharing and being a constant observer who stives to improve one's etiquette and politeness leads to success in curing C.S. syndrome. Without first-hand experience, text-book information remains mere information. Talking about it and doing it provides a wide gap between. Looking through the windows of a bus moving from province to province, city to city, border to border produces no action, no involvement, and no committment.

John Wallace of the Experiment in International Living advises that the emotional experience first be preceded by intellectual study. Armed with knowledge of what may hapen to him, the highly motivated person is now capable of letting the experience become a personal challenge. Increased self-confidence, a deeper awareness of personal strenghts and weaknesses, and a heightened knowledge of effective approaches to problem solving when confronted face to face by another human being are among the predictable outcomes. Not everyone profits to the same degree via this personal challenge to attempt better understanding of the alien surroundings. This classroom without walls transcends what is accomplished in the usual campus. John Dewey wrote: ":Learn by doing!", which sums up this experience. Not every intercontinental scholastic missle lands on target. Those with a proper fueling and navigational guide will come the closest.

Culture shock is precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse. These signs or cues include the thousand and one ways in which we orient ourselves to the situation of daily life; when to shake hands and what to say when we meet people, how to make purchases, when to accept and when to refuse invitations, when to take statements seriously and when not. Now these cues which may be words, gestures, facial expressions, customs, or norms are acquired by all of us in the course of growing up and are as much a part of our culture as the language we speak or the beliefs we accept. All of us depend for our peace of mind and our efficiency on hundreds of these cues, most of which we do not carry on the level of conscious awareness. Now when an individual enters a strange culture, all or most of these familiar cues are removed. He or she is like a "fish out of water".

No matter how broadminded or full of good will you may be, a series of props have been knocked from under you, followed by a feeling of frustation and anxiety. People react to the frustration in much the same way. First they <u>reject</u> the environment which causes the discomfort; "the ways of the hose country are bad because they make us feel bad". When Americans or other foreigners in a strange land get together to grouse about the host country and its people, you can be sure that they are suffering from culture shock. Another phase of culture shock is <u>regression.</u> The home environment suddenly assumes a tremendous importance. To an American everything American becomes irrationally glorified. All the difficulties and problems are forgotten and only the good things back home are remembered. It usually takes a trip home to being one back to reality.

With these facts that you have gleaned from your own participants/students you now can prepare the session that will calm many anxieties. It is best to invite all parents to at least one of the meetings if for no other reason than to have them meet the leaders and to express their concerns to you about their son or daughter going abroad.

With the "Moi" sheet, a short language session can be developed that asks students to recognize what they wrote themselves. Leaders can read much of the information given (except the name) and then ask who this person is. As pointed out elsewhere in this packet, the student is to respond with a "c'est moi!"

The picture that is attached is a good way for leaders to become familiar with faces and to begin to learn who the members of the group are. It is suggested that these photos be attached to small 3X5 cards and complete addresses, phone numbers, passport number, medical information, etc. be written on each. These can be carried to France for easy reference. They will also serve as handy information for police purposes should a student become lost or injured.

Taking Bus roll:

There are various manners to take roll on busses. Take your pick or devise your own, however it will be necessary to take roll "before" you begin to roll to the next destination. If all the seats are full when you are all seated, then simply look for empty seats. Some leaders have a buddy system that puts students in pairs, threes or fours. When one is missing, the other(s) know it immediately. The number-off system works well. Each student is given a number (by alphabet) and the group is told to count-off. Counting total heads is the old reliable system. This too must be done at least twice or by different leaders. Having tried them all, the most secure is the individual head count.

Hotel check-in:

Checking into hotels in France can turn into almost total chaos, especially with a very large number of students. Experience says to us that it is usually best if everyone remains on the bus until one or more of the leaders goes into the hotel ahead to find out just how they wish to handle check-in. Many hotels are well prepared and keys are ready to go. Others will simply give you an idea of how many singles, doubles, triples and so forth they have. Ask right away the breakfast hours then when you go back to the bus, tell the students how the "Réception" would like them to check in and to check out. Students pair off up quite naturally and there are seldom problems with room accomodations unless it is with who get the single(s). Be sure to tell students at the PDO session(s) that if they find something that is broken in their rooms to report it immediately as problems can arise later as to who broke something.

Hotel behavior should be a prime concern of every leader. Americans are notorious in Europe as "hell-raisers" and "noisy kids." Do everything that you can to convince your group that you want your experience there to be the best one yet for the hotel. There are certain "No -No" that must be stated. No laundry is to be hung out of windows. No one is to shout out of the windows at passing pedestrians. No showers are to be taken past ten o'clock. No groups are to assemble in the halls late at night for discussions. Hotels very often make this clear to groups when they enter, however you need to reinforce every bit of this. You might even like to have the person at the desk give the group information about rules, baths, keys, and so forth on checking in. Check at the desk for mail or messages for anyone in the group. The following information sheet should be posted where everyone can easily see it. They must also know beforehand that this information will be posted. Some kind of checking system for leaving the hotel is also wise. See the next page for a sample of how you might handle this.

## DAILY ACTIVITY SHEET

Date:_____ Hotel: _____ City: _____

Leader:_____ Room Number_____

Leader:_____ Room Number_____

Leader:_____ Room Number_____

A.M. Activities: _____

_____

_____

P.M. Activities: _____

_____

_____

Evenings Activities: _____

_____

Breakfast will be served from:_____ in _____

_____

The bus will leave tomorrow at: ____ A.M. Bags are to be _____

_____

OTHER IMPORTANT INFORMATION:

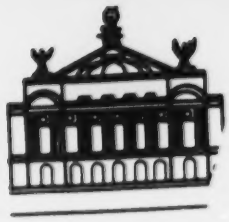
# HOTEL CHECK-OUT/IN SHEET

Remember that no one is to leave the hotel alone. You are to be in groups of at least three persons. Fill out the information below as best you can and be sure to cross off your name when you return. THIS IS IMPORTANT... **Mille Mercis**

| NAME | TIME | DESTINATION | TIME EXPECTED BACK | TIME BACK |
|---|---|---|---|---|

**More on hotels:**

Many hotels will serve hot chocolate if you request it in advance. It is often necessary to stagger the breakfast hour as eating quarters are very small and can not accomodate over ten or so persons at a time. Survey the eating area yourself so as to be aware of what you will face in the morning. Some hotels have pay showers and require that persons pay at the front desk. The daily activities sheet lists the room numbers of leaders. The room number(s) can be announced in the bus before you enter en masse. This often helps to solve problems while they are small. In your PDO tell students that hotels want their customers to leave the key when they are not in their rooms and go out of the hotel. Before leaving the hotel ask at the desk if all the keys are back. If not, track down lost keys. They generally will show up in the room, in the door or in the pocket of a student who has simply forgotten to turn it in or wanted a souvenir. It is wise to drill students on the name and address of the hotel that they are presently in just in case one of them becomes lost. Often the hotels have small calling cards with information such as phone number, address, etc. and they are willing to give one to each person staying in the hotel. They also make good souvenirs.



**Feeding the crew:**

One real problem that all leaders will inevitably face is to find a place that where the entire group can eat either lunch or dinner. This can be a major problem, especially on holidays and Sundays. It is always wise to inform yourself as much as possible using several different sources before selecting a restaurant. Hotels will give names or restaurants and can call and reserve for your. Making reservations for groups over ten is very wise. Groups of 50 may have to be split into two restaurants or even three. It is nice to be able to eat all together, however this is not always possible. You may want to check out the menu before entering with a group. Ask about the prix-fixe meal and tipping. In France the drinks are on top of the regular price of the meal. For a large group restaurants will want to serve the same menu to everyone. Tell the students how much the meal is going to cost before sitting down to eat. Paying after the meal is over is also a problem. Do some arithmetic yourself when the bill is presented. be sure that the "pourboire" is added in. Divide the total cost by the number of students and leaders who ate. Since everyone knows how much the meal cost before they sat down to eat, they must simply add on the price of the drinks that were consumed. Tell everyone what the price was for a Coke, an Orangina, une Vittell, etc. and trust them to add it to their bill. Set up a "bank" and cross off the names of those who paid from your master list. (Always carry a good supply of this list). If the service was "superbe", you may want to add one franc to everyone's bill and leave a good tip, however this is not necessary.

Anything left over after the bill is paid can go into the "kitty" for future use. Inevitably someone wants to "five-finger" an ash tray, a glass, a cup, or some other item from the restaurant. It is terribly embarrassing to have someone caught in the act and to have the manager tell you what "enfants terribles" you have in America. Advise them at the PDO to offer to purchase something that they would like to have as a souvenir from "le patron." Experience has shown that if only one or two students ask, s/he will give those items to the students at no cost. Some ask two or three francs for a glass or an ashtray. Most are pleased that you came and spent a hefty sum so they retaliate with a little gesture in return. Keep your bills and if possible a copy of a menu from the restaurant for future reference for other leaders and yourself. Now and then you will find that if you pay at the hotel for the restaurant meal it is cheaper by one or two francs. They have an arrangement for groups.

**The Kitty:**

After struggling through a couple of student groups with very little working capital and spending my own money for various items that benefitted the group, it was decided to start off the next group with a "kitty." This meant that every person would contribute 30 francs. This would go to pay for museum entrances (preventing the long wait in line and collecting in the hat), toll road payments, tips, picnic supplies and the like. If you multiply this sum by 50 you have nearly $300, however this will not last long once you begin multiplying every ticket by 50. If there is any money left at the end of the trip, money can be returned to the group, even if it means one franc fifty. This kitty is a good way to take care of the bus driver's tip as well as the guide if you have one. This tip can be done publicly with the PA system.

**Picnics:**

A good way to save money for students (and yourself) is to picnic along the road as you travel. Supplies can be purchased in small towns as you head for your principal destination. Small groups of students can be assigned to head for the "boulangerie" to get some bread; another

Picnics Continued):

group to an "épicerie" to pick up some fruit and other supplies; and another group to pick up something to drink for everyone. The problems that can arise are these: the bus driver does not care to pull off the road in Normandy and eat ""paté and cheese"; it is raining; there is no place to picnic and park the bus; or there is nothing open. It is alway wise to plan ahead for such occassions. Make sure that the stores will be open tomorrow when you want to buy your supplies. Okay the stop with the bus driver. Offer to buy his meal for picnic supplies out of the kitty. Picnics are lots of fun as many new kinds of foods can be tried out. A variety of cheeses, patés, fruits, types of bread, drinks such as cider, grape juice (the real thing), and French soda pop are fun to try under an open sky. Here is another place where the plastic garbage sacks are very handy...as well as that knife you remembered to bring along. The corkscrew for the wine was another "neat idea."

Some bus drivers do not care if the group eats in the bus; others insist that no one can eat in the bus as they drop crums, spill drinks, and in general make a sticky mess...which is generally true. If you must eat in the bus (and you may not have any choice), insist on being neat. Pass around plastic bags for garbage and be aware of what is consumed. If you are passing through a small village and wish to stop for supplies, do not allow everyone to head into a store and look around. Assign certain groups (ask for volunteers if you must) to various tasks. Gas stations are not at all receptive to groups stopping and using their bathrooms as an American station would be, in fact they will refuse to let you in. Small stores will not let more than a handful of persons in the store at a time.

The kitty can also provide the dessert such as cookies, French candies and the like. Be careful that you select something that goes a long way if your group is large. The 30 francs was a good idea in 1978. It may no longer be enough in 1979 and beyond, so play it by ear. If you run out, the kitty will have to be refurbished.

Shopping:

One of the most fun times of a trip abroad is the time spent shopping for souvenirs and gifts. Time must be built into any program for shopping. Suggestions for some good typical French items that make good gifts are appreciated. Encourage students to buy things that they like. Good advice is to buy what you like now as you may not see it again in another place. If it is what you want and is at a good price, buy it!

Entrée Libre:

The term "Entrée Libre" must be explained to students as many stores simply do not want persons who are "simply looking" and are not in the store to buy. If the store does not read Entrée Libre in Paris or other large cities, the customer had better not go in to simply shop around. The total amount of goods for sale may be displayed in the windows. If you find what you want in a window, fine, you can go in and ask about that item, otherwise keep out. Large department stores are an exception naturally. Stores like Galeries Lafayette, Le Printemps, Bon Marché, Aux Quatre Saisons, and Bonne Samaritaine are good places to send students as the selection is super and the prices are competive. Encourage students to share with the group something neat that they have purchased. You may wish to share what you have purchased yourself and tell where you bought it and how much it was. Most stores will accept Traveler's Checks if they are in French francs. Larger stores will take the checks in dollars and you will have to pay a small fee for the transaction.

**Shipping Home:**

Usually nice items purchased in France can be shipped home. In large department stores there are designated areas where packages may be shipped to the USA. Large important purchases may require outside expertise. Art, crystal and other luxury items are examples. Many experienced travelers put off buying souvenirs until the last few days in the country as it adds weight that will have to be carted around in a suitcase or in another bag. Monoprix, Uniprix and Prisunic are like Woolworth or Ben Franklin stores in the USA and are good places to buy. For those students and leaders who have spent close to $500 on gifts and souvenirs, its is important that they keep good records of the those purchases as they will be required to fill out a customs form on board the aircraft upon returning to the USA.

**Customs Regulations and Rules:**

Group leaders should have a good idea about Customs regulations and rules. You may write to : Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.. 20402 and request a brochure entitled: "Customs Hints for Returning U.S. Residents - Know Before You Go." Some of the more pertinent information is : Returning residents may now have $500 for customs exemptions rather than $100. Residents under 21 years of age are not permitted to bring alcoholic beverages into the U.S., however experience has shown that when wine is indicated as a gift, there is seldom a problem for students who are under age. As many as 2 cartons or cigarettes, but not more than 100 cigars may be included. No Cuban products are allowed. A student had a box of Havana cigars that her French father gave her in France confiscated at Bangor, Maine. I could do nothing as a leader. Laws are laws. She cried.

Among restricted articles which are prohibited by law and subject to fine by the carrier are: narcotics, drugs containing narcotics in any amount, obscene articles and publications, lottery tickets, wild birds and feathers, eggs, liqueur filled candies, switch blade knives (they will break the blades in front of your eyes), plants and plant products, livestock, meat and poultry, and firearms. Even a stick of bologna is not permitted as it is a meat procuct. Oranges, apples and the like may not be taken through customs. Articles bought in "duty free" shops in foreign countries are subject to customs. You must declare to U.S. Customs, either orally or in writing, all articles acquired abroad and in your possession at the time of your return. The wearing of use of an article acquired abroad does <u>not</u> exempt it from duty and it must be declared at the price paid for it. This declaration must include items for other people and gifts presented to you while abroad. On returning to the U.S. pack your bags in a manner that will make inspection easy. Do your best to pack items acquired abroad separately. A written declaration is necessary <u>only when you have purchased items with a retail value that exceeds the $500 exemption.</u> If items such as expensive watches and cameras are taken abroad, they should be registered with customs <u>before</u> departure (at the Customs Bureau at all International Airports) as they are dutiable each time they are brought into the country unless you have proof of prior possession such as a sales slip, etc.

A word of caution: Customs offices in airports close around 5:00 pm. In your PDO tell students to register their cameras, etc. before departure time unless there will be enough time to do so before departure. Bona fide gifts not more than $10.00 in fair retail value where shipped can be received by friends and relatives in the U.S. free of duty and tax, providing the same person does not receive more than $10.00 in gift shipments on one day. On the front of the package should be marked "Gift under $10.00 in value" in large letters. Many photographers insist on their film being handchecked at customs. The checking units claim not to ruin film, either unexposed ro exposed, however travelers know that it can if not adjusted properly. A

Customs Regulations and Rules (Continued):

small lead-lined bag for film is a good idea. It protects the film and presents no problem for the photographer. The best bit of advice on customs that a leader can give group members is to "Be honest." Customs officials handle groups and foreign-made items everyday and know the value. When it is obvious that an attempt is being made to deceive and violate U.S. law, the offender may be subject to fine or other penalties and the underpriced item seized.

The Ol' Pink Slip:

Some organizations who travel to Europe with young persons have what is called "the pink slip." This permission slip is intended to control consumption of alcoholic beverages while abroad. Even though parents and students sign this agreement if becomes the responsibility to the group leader(s) to enforce it. It is impossible to prevent a young person from drinking in France 24 hours a day if they want to! Parents may feel relieved that they have signed such a form, but the responsibility falls on the shoulders of the leader(s), and is unfair.

In order to come to a better agreement, the following action is suggested. First of all, parents should be invited to the PDO that elaborates this topic. Students need to know exactly where you stand and the consequences of violating the understanding that you have with the entire group. Secondly, a form such as the one included is to be sent to every parent or guardian. Lastly, if any questions arise about this topic, be sure to iron them out before you go. Leaders should be in agreement with each other about this policy as it could split opinions later and this kind of schism is to be avoided. Here is a sample statement:

**Dear Parent:**

**As leaders we wish to share with you our views concerning the consumption of alcholic beverages during our travel in France. Wine is readily available to all and is served regularly with meals in French homes. As we travel and picnic and eat in restaurants, we will encourage your son or daughter to drink soft drinks such a Coka-Cola, cider, milk, and pop. We do not wish to place ourselves in the position of guards, overseers or special police forces on the issue of drinking in France. The issue is to be settled before your son or daughter leaves for France. Make your feelings clear on this topic. We trust that you will come to an agreement that will be viable and acceptable to all. If you have strong feelings on this subject, please contact a leader. Our position is: No hard liquor at any time; the student will uphold the parental agreement while in France; if a student is found drunk in France, they may be sent home at parental expense; and soft drinks will be encouraged at all times.**

**The Leaders**

Letters from home:

Students love mail from home when in France. Don't we all. Advise parents and friends at the PDO to address the letters to the hotel/spot where the student will be staying at least five days in advance of arrival. Mark the letter clearly with the name of the student, the name of the group, and address complete with zip code. Students have related how certain letters from home have nearly wrecked their trip to France by such statements as: We miss you terribly, hurry home please, and it is so lonely around here without you. Statements like those can trigger homesickness pangs when a young person is 5,000+ miles from home. You may wish to include something to the parents when you write the alcoholic statement if you feel that it is important to you.

The Importance of Your Passport:

For most students it will be the first time in their lives that they have ever applied for a passport. Be sure to caution them not to wait too long before applying, especially as the summer months approach as the number of applicants picks up just before the peak season in June. Each

The Importance of Your Passport (Continued):

applicant will need to present a certified copy of their birth certificate (i.e., with the seal of the county clerk.) Uncertified copies will not be accepted. Valid proofs of citizenship include a certificate of birth in the U.S. or, if no birth certificate exists, baptismal records, hospital birth records or an affidavit from someone who knows where you were born. A previously issued passport is all you need if you wish to re-new or apply for a new passport. You will need identification such as a driver's license, government I.D. Card, complete with your signature or someone who has known you for two years. Xerox copies are not accepted. Two passport photographs not more than 6 months old, size between 2 1/2 and 3" full-faced, on unglazed paper (color is acceptable) plus $13.00 for an original passport fee or $10.00 for the renewal are required. The passport is valid for 5 years.

There are no visa requirements for travel to France on *short* programs. These are to be taken to a post office which has a passport issuing bureau. At the PDO the importance of this document must be stressed. American passports on the Black Market are valued very highly. Students should know at all times where their passports are and should carry them on their person. Be sure to check all passports a couple of days before you get ready to depart from France. Lost passports usually show up within two days at either the police station (you must go there and report the loss in person) or at the U.S. Consulat or Embassy.

**Problem Solving:**

No matter what kind of description a program may give for a leader/escort, the atuhor contents that a primary function of any leader or chaperone is that of a "problem solver." The success of your trip will be hinged on just how well you can solve problems as they arise. This means precisely that you must have the ability to "roll with the punches", "be prepared for any emergency", or "expect the unexpected."

For any leader, experience is still the best teacher, however flexibility and coolheadness come in a very close second. Many of the problems can be taken care of at the PDO before departure, or at least an understanding about what will be done in the case of an emergency, a discipline problem, and so forth. Taking a person to the solution rather than telling them how to solve that problem is good advice. It is the most direct manner to handle a problem. If a language difficulty arises, you will be there to aid in the solution. There are programs where the leader is also the guide and the planner for the trip. It is imperative that pre-planning take place. The bus driver should also be in on this session, or at least advice should be sought concerning routes, eating, the time of the trip, what to see, etc.

Good maps are necessary as well as good guidebooks. The advice in a capsule is: Do your Homework! Some of the most interesting things that happen to groups often happen as an unplanned event. If the leader(s) note something of particular interest taking place in a small village or along the route, it is nice to be able to stop, especially for picture taking. Do not hesitate to ask the bus driver to stop along side of the road for a picture taking session of a glorious mountain scene, a magnificent waterfall, or a peaceful view of a washer-woman doing her laundry in a small stream. Although "la grande nature ouverte en plein air" may be the French thing to do to relieve kidneys, many Americans do not agree and find big trees and bushes the wrong kind of setting. There are often public rest rooms in villages as well as cities. The French service stations do not like a busload of students using the bathroom. Neither do small cafés, restaurunts, and bars. Problem solving goes far beyond finding bathrooms and cafés where students can eat a picnic lunch providing that they purchase some kind of drinks. Many teachers can not function under this kind of stress. The so called "free trip" does not exist under any circumstances when a leader is responsible for a group of young Americans for 24 hours a

day. Being a counselor, doctor, guide, mother, father, policeman, coach, lawyer, pulmber, engineer and nutritionist at the same time will help with many of the problems that will inevitably arise. Using good judgement and good sense will usually bail a student out of a bad situation. Accidents do occur. Knowing the difference between deliberate, on purpose mischief and unplanned, circumstantial happenings may become the difference between confrontation and purposeful mediation.

## Paris

It rarely matters where you go in France as your trip will begin or end in the "City of Light." Being a leader and responsible for every one of the students in a group in Paris becomes a special kind of challenge due to the fact that there are so many unknowns. The PDO must spell out very clearly what students will face in this giant city with its myriad of monuments, gardens, statues, and forever winging streets. Small city maps are available from the French Government Tourist Offices (See addresses) that have Métro and bus lines as well as major orientation points. After warning students of the possible dangers that could happen to them in Paris (pickpockets, lost in streets, traffic accident crossing street, lost in Métro, propositions, and so forth) it is important to orient them in the use of the subway system.

Paris transportation is very efficient and economical. The cheapest tickets come in a "carnet" and sell for around 11 francs for a second-class seat. One ticket takes you wherever you want to go, no matter how long the journey.

With the new lines being added (there are over 300), sometimes it is necessary to use the same ticket again when making correspondance, so caution students to keep ahold of their tickest until they exit. During rush hours it is sometimes wise to ride first class to avoid the squeeze. The same second-class métro tickets are also used for the bus, but since buses operate by section distance, you may have to use two or more tickets for the ride.

The Métro runs from 5:30 A.M. till around 1:15 A.M.; buses operate from 6:30A.M. to about 9:00 P.M. When accompanying a group into the Métro, it is wise to explain exactly what it is you are going to do before entering the stairs. Give the destination, the Métro stop, and the correspondance information if appropriate.

A short mini-drama often serves to facilitate this action during the PDO. If slides or filmstrips are available, they too help to better explain the system. Students find the 347 stations and 131 interchanges interesting once they have mastered the process of buying a carnet, entering the right direction, pushing with the natives and mastering the phrase..."Pardon Monsieur/Madame, vous descendez à la prochaine?" Sample tickets stubs are also useful as is the use of "real" French money. If time allows, various situational dialogues are useful at the PDO, especially those such as cashing travelers checks, purchasing a carnet, asking a policeman directions, buying clothing, bread and a meal in a café. It would be no joy to actually lose a student among the 11 million inhabitants in Paris. As a leader, be the last one on the Métro car and the last one off and make sure to check for stragglers.

If possible, arrange for a general sightseeing tour of Paris by bus as soon as you arrive. this will give students a good orientation to the city and also interest them in particular areas that they might like to visit later. The Guide Vert by Michelin, Fodor's book on France, the Livre de Poche on Paris and dozens of other good guide books all have their favorite spots and list of "musts" to see. Below is a list of things to visit that students have found attractive and fun. There is no priority as to which to see first or last. Where appropriate, the Métro station is given. No matter how you get to each, the best way to become acquainted with Paris is by foot.

The Métro (Continued):

This means a lot of walking, but it also means being close to the action and being able to stop, look and listen to the surroundings. A good guide book is a must. Students will find the Guide Vert available in English for Paris and several other provinces. The price is now around 16 Fr 50 for the English edition of Paris.

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**A suggested list of things to see and visit in Paris** (by site and Métro stop)

Arc de Triomphe (Etoile)
Place de la Concorde (Concorde)
Les Champs Elysées (Etoile, Roosevelt)
Les Tuileries (Concorde)
Musée de Cluny (Maubert Mutualité)
Ile de la Cité (Cité)
Quartier Latin (Luxembourg)
Rue Mouffetard (Monge) Marché en plein air
Notre-Dame de Paris (Cité)
Conciergerie (Cité)
Ile St. Louis (Pont Marie)
Opéra (Opéra)
Tour Eiffel (Iéna)
Le Marais (St. Paul le Marais)
Place des Vosges (St. Paul le Marais)
Le Louvre (Louvre)
Les Halles (Halles)
Tour Montparnasse (Montparnasse/Bienvenue)
Jeu de Paume (Concorde)
Les Invalides (Invalides)
Palais de Justice (Cité)
Sainte Chapelle (Cité)
St. Germain des Prés (St. Germain des Prés)
Pont Neuf (Pont Neuf)
Place Vendôme (Tuileries)
Montmartre (Place Clichy, Anvers)
Marché aux Puces (Porte de Clignancourt)
La Seine et ses quais
Les Iles de la Seine
Les grands boulevards
Les grand magasins
Les cimitières de Paris

**Près de Paris:**

Versailles - By bus (Take the Métro to Pont de Sèvres. Here take bus No. 171 to the Château. It is direct and the terminus - you can come back the same way. Métro line number nine
Malmaison – Take the RER line to Rueil-Malmaison
La Défense – Take the RER or bus No. 73 from the Gare D'Orsay, Concorde or Etoile
St. Denis – Take the Métro to St. Denis Basilique (line 13)

## Paris:

If your program is made up of several leaders and a large group, plan to divide your days in Paris into 3 parts: morning, afternoon and evening walks or excursions. Divide the many possiblilities in Paris into "musts" and "would like tos."

Plan walking yours along the Seine, down the Champs-Elysées and through the Quartier Latin. Plan visits to the Louvre, Galeries Lafayette and La Tour Eiffel. Plan to walk through interesting quarters that are different at night than in the daytime such as Le Marais, the Ile St. Louis and St. Germain. The more popular walks should be repeated. No more than 15 students should be along with any one leader. If certain students want to "strike out on their own", some kind of policy needs to be set. The so called "experienced traveler" can do this more easily, although the policy of no fewer than three persons in a group in the streets at all times should be adhered to in all cases.

Paris can be a dangerous city, especially at night. Certain quarters are to be avoided at all times. These are the ghettos. Ask the hotel personnel about the quarter that you are staying in and what to avoid. While the population of Paris is proper is slightly decreasing (2,450,000 in 1973), new inhabitants arrive every day to settle in the suburbs. Paris has therefore, become the home of men and women from Brittany to Corsica, of strangers from abroad who seem to congregate in ghetto areas: Jews in le Marais, White Russians in Montparnasse, Spaniards in Passy, North Africans in Clignancourt, La Villette, Aubervilliers. The true Parisien, however, remains easily identifiable among the cosmopolitain crowd: hurried, tense, protesting, frivolous, mocking, quick witted, punning and dehumanized (Guid Vert-Paris 1976 p. 16).

It is fun to do something together as a group in the evening if possible. Le Théâtre de la Ville (Place du Châtelet) is cheap and has good entertainment such as folk singers, ballet or guitarists. The Music Halls are expensive and not a good place for younger Americans to be. A movie in French would be lots of fun, especially one that they have seen in Englis or a new movie just out. Reductions for students at movies, museums and various other places is common. One fun activity at night is to walk the interesting streets between the Boulevard St. Michel and la rue St. Jacques. This is known as the Quartier St. Séverin and la rue de la Huchette is one of the more animated streets in Paris after 8 pm. This area is loaded with small ethnic restaurants (Greek, Japanese, Vietnamese, Algerian, Italian, and other North Africain nations). Nothing is open before 7 p..m. and may not open up before 7:30. It may be possible to reserve an entire smaller restaurant for your group, provided you are there on time and everyone plans on eating a "full" French meal. Be sure to find out the prices and don't hesitate to ask about a price reduction on a "prix-fixe" - type meal.

In the section that follows, you will find a great deal of useful information about Paris. Restaurant information is always needed and students need to be given an address and name of a good restaurant and some idea of price.

Restaurant shopping is fun as well, however learning how to read a menu and knowing the price <u>before</u> entering is a necessity. It is also a good idea to include a short session on this at the PDO. Some reasonable time needs to be set for <u>everyone</u> to be back in the hotel. Each leader must show some responsibility in this area. Bed checks are not out of the question. Some leaders take a room check around 11 p.m. and mark off the students who are in. There will always be the cavorters who insist on taking off after midnight to "explore" on their own. This must be squelched in any way you can. The front desk is to place to stop this kind of activity. Ask them to call if any of your students go out after a certain hour...immediately.

**Paris**:

Many of the museums in Paris will accept a Laisser-Passer and students can pass free of charge. Others will allow a reduction. Group leaders are often let in free of charge, so again, don't hesitate to ask or to let them know that you are the "responsable du groupe."
The Activités Quotidiennes sheet is to be posted in a good spot as well as the check-in/check-out sheet. (Be sure to take a roll of tape with you) Many museums are closed on Tuesdays and free on Sundays. Be sure to check with your guide book before trotting off. Versailles is usually packed on the weekend and is to be avoided if possible with large groups at this time

**More "little extras"**:

- Laminate a small map of the areas in France that you will be traveling. Mark with a dark colored pen your route and pass around in the bus. Encourage all participants to mark their own maps in the same manner to show where they have been.
- Provide each member of the group with small Métro maps of Paris. Most hotels have maps of the Galeries Lafayette or some other large department store. The Bureau de Tourisme will also provide tourists with maps of Paris.
- Purchase a few food items that are the "spécialités" of the region as you travel and have a small "dégustation."
- Share any interesting purchases that someone in the group has picked up.
- Flowers for a birthday in France are nice. be sure to find out before you go who that might be.
- Encourage students to keep up with the letter and card writing to family and friends at home, however remind them of how much each letter is costing (postage is high).
- Remind students of what they cannot take home through customs in advance of departure.
- Copy the names of good restaurants along with prices for future trips and share.
- Health problems can occur at any time, however certain precautions can be taken to alleviate later possible flair-ups. All students should be told at the PDO that any dental work that needs to be done should be taken care of before heading for France. This is especially important for orthodonture work. A record is to be kept by each leader of any health problems that students may have. These include daily shots of insulin for diabetes (in this case it would be wise to know what to do in case of shock), prescription medication, allergies and allergic reactions to various drugs such as penicillin and sulfa.
- Local pharmacists can help you with a wide variety of medicines for most aches and pains. One "cure" for diarrhea is called Spasmocarbine. You can always tell who has been taking it as their teeth and tongue are all black. It looks like small ganules of coal. Some say that it tastes like coal as well, but it seems to work. Others swear by Lomotil, those super-tiny American pills that are used in fighting "Montezuma's Revenge." Students need to understand the importance of letting the leader know that they are not feeling well, have diarrhea, an infection, or some other kind of malady. You can do nothing to help a student's health problem if you do not know about it.
- Encourage students to help you keep up on the health stature of everyone in the group, including exceptional tiredness. Students who have trouble traveling on busses, may have to sit in the front. They may also require Dramamine or some other kind of medication for motion sickness. The importance of maintaining a good diet while traveling is an important part of the trip. Students who live on "junk food" such as Swiss chocolate and French pastries cannot expect to continue to keep up the pace with the rest.

FRAMATOME

**Immunizations:**

You do not need a certificate showing proof of vaccination against smallpox to enter Europe or to re-enter the USA. Each participant may wish to consult their personal physician on this matter and also on a tetanus booster shot. If you receive shots, bring the record along with you and keep it in your passport.

**Special Medication:**

If you require any kind of special medication such as insulin, asthma drugs, etc. you should bring them with you. You should also carry written instructions from your physician in case of emergency. If you wear glasses or contact lenses, take an extra pair along with you. Many sinkein France have no stoppers so take special caution when inserting contacts over the lavatory by plugging the drain or placing a towel in the drain hole. Leaders should be advised of all participants who have any medical problems and who are presently on any prescription drugs. If you are allergic to any types of medicines, carry this information with you and let the leaders know about it as well. it is wise to take along a plentiful supply of prescription drugs that will last for the duration of the trip. Allergy victims and diabetes patients should take along a ready supply or syringes as not all sizes are alway available.

**Packing:**

Packing is one of the most obvious and legitimate concerns for all persons going abroad for more than a few days. The experienced traveler knows that you can get along with very little provided that you have packed the kinds of articles. Central College suggests that for persons who will be living in France over an extended period of time to consider.. Pack for a week, it'll last for a year. FACETS gives this advice... Make a list of everthing you will need - cut it in half - then start eliminating.

Your baggage allowance is 44 pounds. One good rule of thumb is to pick up all of your baggage that you plan on taking abroad and to take a walk around the block. If you did not have to set the luggage down or stop to "readjust" often, then you are in pretty good shape. This seems to work, especially for programs where students must handle their own baggage. Nothing is more tiring than to have to carry your own bags up three, four or more flights of stairs; up a long hill; or around one city block. It is important, in fact it is FAA law, to attach an address tag completely marked with your name, address, zip code and phone number on all bags going on board the airplane. Include USA on the address in case luggage is lost in Europe. If you are part of agroup, the name of the group should be part of the address. It makes it much easier for lost bags to find their owners.

Before packing find out from persons who have been in France what the "right" colors to take are for your clothing. It is always best to try to fit into the dress pattern of the local people and this means colors as well. Blue jeans are "in" in Europe, provided that they are not "grubbies" and are stylish. Wrinkle-resistant and wash and wear clothes are perfect for a limited wardrobe. Take comfortable shoes, because you will spend a great deal of time on your feet taking in all the local sights. It is wise to avoid taking any electrical appliances of any kind. One hair dryer has been known to blow out entire hotel circuits in France as they are wired for low service. If any such appliance is included, be sure to take along an adaptor for the current as eletrical voltage in Europe is 220 as opposed to 110 volts in the USA. Transistor or battery operated items will work just fine.

It is suggested that all students traveling abroad take one suitcase only and that this be a medium sized bag. A good sized tote bag is a wise piece of luggage to take along as it can hold a great deal and provides a place to carry cameras, to place those prized gifts, and easily

Packing Continued)

:accessible items such as kleenex, film, towelettes, and so forth. The best advice that almost all programs offer is to ---PACK LIGHT! Try to take less than the minimum that you think you will need It seems as if many travelers try to reach the airline limit of 44 pounds thinking that if that is the smallest amount that they can take that they will need it all Not so! Concordia College (Minnesota) advises students to try to keep the total weight between 24 and 27 pounds which leaves some expansion room for purchases made in Europe Rolling you clothes, stuffing shoes with socks, taking toiletries out of their packages, and wrapping fragile items with towels are all good ways of making use of space.

It is a very good idea to get organized and packed, ready to leave, at least one day before you leave as this will give you time to relax a bit just before the big day. European students do not greatly vary dress from day to day. In fact, they may wear the same clothing for more than one day. It will be necessary for the leader to find out what the weather is like in a certain part of France for the time of the year they will be traveling into that area. It is a good idea to take along enough warm clothing. You can always take it off...but if you do not have it along to put it one to keep warm, you might get pretty chilly Take along nothing that needs ironing Casual and conservative clothing will keep you from being labeled as a "typical American tourist"at first glance In fact, they may take you for English, Scottish or even German and in Europe, consider this a compliment that they did not pick you out as an American at first choice If you forget something, you can always purchase it in France, however clothing is usually much more expensive than at home

## CHECKLIST FOR PACKING

Everyone has their own ideas about what should be packed and what should be left at home here's another pretty good one (For a two to three week stay in France)

**To carry with you (Do Not Pack Away)**

Pasaport ( be sure to sign it and make sure that it is valid to date)
_____ Traveler's checks (keep the record stubs separate from the checks and leave a copy of the check numbers with parents at home)
_____ French money (travel-Paks from local banks are wise for tips, purchases in the airport, and in case banks are not open upon arrival
_____ Camera and film
_____ Purse or wallet
All-weather coat (can use as a bathrobe)
_____ Shoulder sling or back-pack
_____ Identification cards
_____ Guide books or other informational materials
____ Airplane tickets

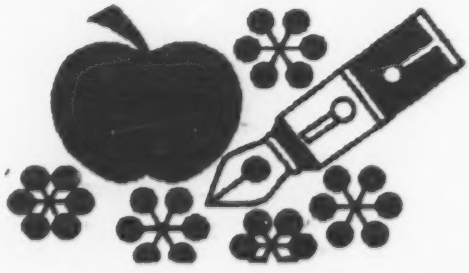
**Packing items:**

_____ 3 sets of underwear
_____ 3 pairs of socks
_____ 2 pair of comfortable walking shoes
_____2 or 3 changes of clothing...jeans are okay, but no grubbies

Packing items (Continued):

_____kleenex/toilet paper (you may see why later!)
gear for hand washing clothes (soap, elastic line, clothes pins)
Sample-sized toiletries (perfect for traveling as they are tiny)
List of addresses (friends and family)
Washcloth (Handiwipes are great as that dry easily and can be thrown away)
Bath towel (medium sized)
Watch or travel alarm
_____Pajamas (1 pr)
_____Sturdy plastic bag for wet or dirty clothing
_____Swimsuit (optional)
_____Gifts (if you will visit friends or a family)
_____Photos to share with new friends
_____Pocket Dictionary (French-English)
_____Picnic gear (fork, spoon, knife, bottle opener, etc.)
Pen or pencils
Sweater

Some extra hints: When packing, place all the heavy items close to the hinges in your suitcase as they will be at the bottom when you carry it and will not squeeze lighter weight items. If students will be having prolonged contact with French students, high school yearbooks have proven to be very popular as they give the real "flavor" of life in the USA on the secondary level. It has been said that it doesn't cost that much more to go first class...let's pretend that this means that we can still add just a few of those "extras" that we just can't get along without. The object is to keep them light! Although medicines of all kinds can be purchased in Europe, it is comforting to know that you have your own supply close at hand. The leader(s) might consider packing the following for the entire group. Aspirin, Band-Aids, a small sewing kit, Lomotil (small anti-diarrhea pills) or Kaopectate, Rolaids, Murine, Dramemine or Bonamine for motion sickness, a zinc oxide base ointment, Bactrane or Cortisporine, a roll or heavy tape (for broken suitcases, safety pins, a corkscrew, a can opener, and a couple of large plastic garbage bags for bus garbage (the bus driver will love you). Some leaders find that they can't get along without small penlight for middle of the night calls, wash and dry facial tissues for quick cleanups, a 25 cent flat, rubber sink and bathtub plug (the 3" size), a bar of soap from home, a pair or two of shoe laces, a few small plastic sandwich bags (for students who get sick on the bus), and one or two inflatable hangers. A folding umbrella is wise if it is the rainy season...January through December in Paris.



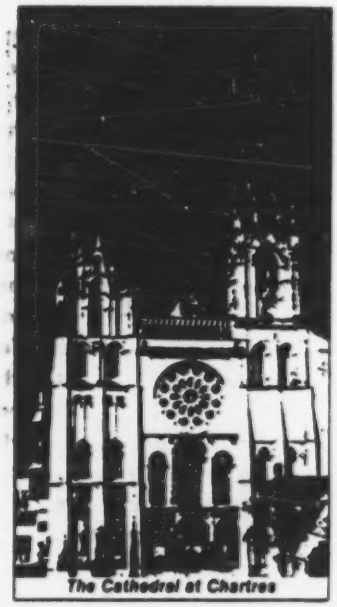
**Items that students have found popular in France. These make good gifts for French families or individuals.**

l'équitation

Popcorn - the French do not eat much popcorn and when they do, it is with sugar
Oreo cookies—one of the great American traditions (now Mini-Oreos are IN)
Tee shirts imprinted with various English sayings or pictures (rock groups)
Something that you have made yourself by hand / or that a relative has made
Peanut butter - another American speciality
Small American candies such as candy corn, gum drops, sugared hearts, Easter candy
Small American model cars, dolls, tractors
Something from your school - book bag, pencils, notebook covers, notebooks
A popular cassette recording
Post cards of the region where you live
Indian artifacts / arrowheads, pots, and jewelry
John F. Kennedy half dollars - the French still love Kennedy
A small coin collection of American coins
A stamp collection of new American stamps
A book on the state where you live

## Good Souvenirs to Bring Back Home:

Filets (fishnet carrying bags)
Perfume (Chanel, C'est La Vie, Balenciaga, Liz, etc.)
Designer Scarf
French Tee Shirt
A corkscrew made from a grape root
Wine
Gant de toilette (Washcloth)
French coins
French stamps
Prepared slides
Seeds (flower and vegetable)
Candies
Fisherman's heavy knit sweater (pure wool)
A Beret
Books such a Astérisk, Tin Tin, and Lucky Luke
Schtroumpfs (small rubber figures)
School supplies of any kind
Model cars, bike riders, airplanes, etc.
Popular cassettes
A Porte-monnaie (Small change purse)
Toiletries
Matches from a tabac
French cigarette lighter
Playing cards (they are quite different)
A large cup for hot chocolate (souvenir of your breakfasts)
Collection of various labels from bottles or mineral water
A Coke bottle (its in French)
Small signs for your home (W.C., Cuisine, Salle de Bain, etc.)


The Cathedral at Chartres

More Souvenirs to Bring Home:

A Coke bottle (its in French)
Small signs for your home (W C , Cuisine, Salle de Bain, etc.)
Patches for your shoulder\
Stickers for suitcases and car windows
Empty escargot shells and canned escargots to prepare at home
Ticket stubs to various museums
Menus from restaurants (ask to purchase them)
Posters
A soccer ball
A set of boule balls with cochonet

## Fun on the Bus:

Once you are in France with your group and on the open road heading for your next destination, there are a few hints that you might find useful.

First of all, a leader must use good sense in attempting to address the group with the PA system. If the group is still drowsy from the long night before and half of them are asleep, it will not make much sense to give them information that can wait until later in the morning. Leaders will find that students like to sleep on the bus in spite of beautiful countryside, interesting people and a variety of small villages and cities. Early morning should be a quiet time on board the bus. Smokers are always a problem. We have found from experience that simply stating the first time on board the bus that there will be a NO SMOKING policy when aboard the bus, then there will be few problems. For that student who insists on lighting up in spite of repeated announcements, take that person aside and have "a little chat" about others becoming sick due to the smoke.

There are lots of good bus games that the group can play. Interviewing the bus driver daily is a fun activity. Allow students who can handle the language to find out as much about the driver as they can. Make sure that you okay this with the driver before shoving a microphone under his nose. A short word on bus drivers: they are extremely important to the success fo your trip. In your pre-departure orientation when you stressed this, it is wise to repeat this to the group when the driver is not present. Language review games are good. See how many remember the name of the exotic food they had last night; how to say new vocabulary word; what the sign along side the road means; now is the time to ask for new vocabulary words that they would like to know because they needed the word or expression recently; tongue twisters; and songs.

There is something experienced travelers can do to avoid the effects of *dysrhythmia* better known as "jet-lag." Students should be forewarned of the phenomena and some of the results of this effect. Leaders can suggest that students get all the rest they can on board the aircraft, but this is usually to no avail due to the anticipation or arriving in Europe. Here are a few suggestions to help you travel more comfortable and to ease your tensions due to "jet-lag."

1. Wear loose-fitting clothing, or at least loosen tight apparel while in flight thus giving the skin a chance to breathe freely. It is also advisable to remove shoes. Any aid in maintaining circulation is helpful.
2. Attempt to sleep during the flight. The crew will furnish pillows and blankets--using these items often has psychological relaxing effect. Sleeping masks are often helpful for those who don't like light.
3. Try not to eat or drink too much. This only increases heartbeat and will make sleeping more difficult. Smoking in-flight can also stimulate the heartbeat.

**Jet-lag** (Continued):

4. To help pass the time, take along absorbing reading material. This is especially good for those who cannot sleep.
5. Drink lots of water in-flight to prevent dehydration. This is always a problem as the air in the cabin is around 2% humidity. Any alcohol consumed acts as a diuretic.
6. Freshen up before arrival. Brush your teeth and splash water on your face.
7. Attempt to get some rest upon arrival at the hotel. Lay down for at least several minutes if possible. A short nap will make a lot of difference.
8. Eat when the local population does and abide by the hours as it is the quickest way to become acclimatized to the new time difference.
9. Advise students that coming home is even more grueling than arrival in France. The waiting is much different now as students are anxious to get home and to bed.
10. It may take up to two full weeks to become fully adapted to the time change whether you are coming or going. Try to realize what is happening to you when you are feeling drowsy at 3 or 4 p.m. or up at 4 a.m

# USEFUL ADDRESSES FOR TEACHERS GOING TO FRANCE

FRENCH GOVERNMENT TOURIST OFFICE
Suite 1702
111 North Wabash
Chicago, Ill 60602
Poster, travel brochures, information

SNCF - French National Railroads
610 Fifth Ave. New York, N.Y. 10021
11 East Adams Chicago 60603
9465 Wilshire Blvd. Beverly Hills, Cal 90212
323 Geary St. S.F. , Cal. 94102
Poster, brochures
Addresses:

AIR FRANCE
1418 Ambassador Bldg.
411 N. 7th St.
St. Louis, Mo 63101
Poster, gen. info.

SERVICE DE PRESSE ET D'INFORMATION
971 Fifth Ave. N.Y. 10021
General information on France

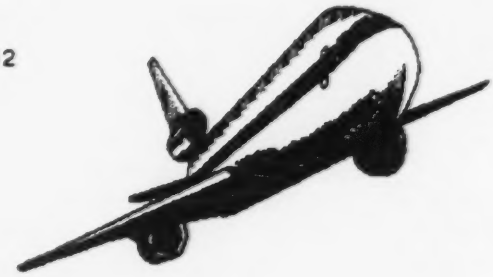
CONSULAT GENERAL DE FRANCE
919 North Michigan Ave
Chicago, ILL 60611

SERVICES CULTURELS
Suite 2802
919 North Michigan Ave.
Chicago, ILL 60611
Laissez-passer/ cultural info.

LE COMITE NATIONAL DES VINS DE FRANCE
Suite 310
610 Fifthe Ave. N.Y. 10021
Booklets on wines/ How to choose and serve

SOPEXA
121, Blvd. Haussman
75000 Food Products

FACETS
Le Comité d'Accueil aux USA
545 Madison Avenue
New York, N.Y. 10022



U.S. EMBASSY
2, avenue Gabriel
75382 Paris
265-74-60

American Express
1, rue Scribe
Paris 073-42090
75009

FOODS FROM FRANCE
1350 AVENUE OF THE AMERICAS
NEW YORK, N.Y. 10019
A GLOSSARY OF FRENCH COOKING TERMS/ FEN. INFO.

J.S. DEMONCHAUX CO., INC.
1925 Wayne Avenue
Topeka, KAN 66604
Imported French Products

LA REDOUTE
57, rue de Blanchemaille
CEDEX 2 France
Catalogue

CANADIAN EMBASSY
1746 Massachusetts Ave. N. W.
Washington, D.C. 20008
Materials on Québec

SIMPSON-SEARS LIMITED
Dept. 742A
Toronoto, Ontario
Canada
Catalogue

MANUFRANCE
31-33 Cours Fauriel
42033 St. Etienne
CEDEX France
Catalogue

FOREIGN COMMERCE-FOREIGN POLICY DEPT.
Chamber of Commerice of the United States
1615 H. Street, N.W.
Washington, D.C. 20006
Employment abroad-facts and fallacies

OVERSEAS SCHOOLS
Room 234, SA-6 (A/OS)
U.S. Department of State
Washington, D.C. 20520
Elem and second. teachers abroad

KELLOG COMPANY
Marketing Division
Battle Creek, Mich. 49016
French labels of Kellogg Products

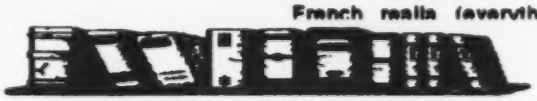
HAITIAN EMBASSY
4400 17 Street N.W.
Washington, D.C. 20011
Materials on Haiti

CANADIAN TOURIST BOARD
930 Chemin-Ste.-Foy
Québec City, Québec
Materials on Québec

AIR FRANCE
Avenue of the the Americas
New York, N.Y. 10019
Posters and a film on France

DIRECTION GENERALE DU TOURISME
Cité Parlementaire
Québec, Canada IR4
Tourist information

GESSLER PUBLISHING CO., INC.
55 W 13th Street
New York, N.Y. 10011
French realia (everything!)



ASCENSEUR

TÉLÉPHONE
CHAMBRES

SALON
TÉLÉVISION

**VISUAL AIDS SERVICE**
University of Illinois
Urbana, ILL 61801
Films for French. Teacher's guide

**ALLIANCE FRANÇAISE**
527 Madison Avenue
New York, N.Y. 10022
Information oin films, etc.

**FRANCE AMERIQUE**
1111 Lexington Avenue
New York, N.Y. 10021
Eng./Fr. newspaper

**SOCIETY FOR FRENCH AMERICAN CULTURAL SERVICES AND EDUCATIONAL AID**
971 Fifth Avenue N.Y. 10021
Lending library of AV materials

**WORLD PRESS REVIEW PUBLICATIONS**
11 Woodland Drive
Old Bethpage, N.Y. 11804
French bumper stickers, buttons, etc.

**YOUTH PEN PAL EXCHANGE**
Box 6993
Washington, D.C. 20032
No charge. 10-20 yrs old

**BUREAU DE CORRESPONDANCE SCHOLAIRE**
Frances V. Guille, Director
College of Wooster
Wooster, OHIO 44691
20 Cents per name 11-20 yrs old

**LIBRAIRIE DE FRANCE**
610 Fifth Avenue
New York, N.Y. 10010
Bood, records, French realia

**THE KIOSK**
19223 De Haviland Drive
Sarotaga, CAL 95070
Games/realia/books

PISCINE

TENNIS

**ANDRE PAQUETTE ASSOCIATES**
149 Franklin Street
Laconia, N.H. 03246
Culture packets, Canadian mats

**SELECTIVE LIST OF TEACHER MATERIAL**
4 Washington Place
New York, N.Y. 10003
Sec. and Elem. list of materials

**J. WESTON WALCH, PUBLISHER**
Box 658 Main Post Office
Portland, ME 04104
Teacher aids/charts

**WIBLE LANGUAGE INSTITUTE**
24 South 8th Street
Box 870
Allentown, PA 18105
Audio-Visual teaching materials

**MILLIKEN PUBLISHING CO.**
1100 Research Blvd.
St. Louis, MO 63132
Masters/Transp/Records on sound, verbs, structure, vocabulary.

**SWISSAIR**
106 South Michigan Ave.
Chicago, ILL 60603
Posters, info.

**WORLD MISSIONARY PRESS, INC.**
P.O. Box 276
Winona Lake, IND 46590
Missionary mats. in French. free

**AIR AFRIQUE**
Air France/General Agent
Box DC8
New York, N.Y. 10011

**SOCIETE DES PROFESSEURS FRANCAIS EN AMERIQUE**
111 Lexington Ave. N.Y., N.Y. 10021
Honorary French Teacher's Society

**PROVOYA**
16, rue de Provence
Paris 75009
Hitching in Europe $2.00

**AMERICAN YOUTH HOSTELS, INC.**
20 W. 17th Stret
New York, N.Y. 10011
Info on youth hosteling

SCHOLASTIC FOREIGN LANGUAGE MATERIALS
902 Sylvan Avenue
Englewood Cliffs, N.J. 07632
French classroom magazines (4 levels)

THE FRENCH BOOK GUILD
11-03 46th Avenue
Long Island City, N.Y. 11101
French teaching resources

FOCUS FILMS
Los Angeles, Cal 94102
Accent Aigu Series

FRENCH EMBASSY
2535 Belmont Rd. N.W.
Washington, D.C. 22008
Gen. info./addresses

THE FRENCH LINE (C.G.T.)
555 Fifth Avenue N.Y. 10017
Brochures, menus, posters

NATIONAL TEXTBOOK COMPANY
8259 Niles Center Road
Skokie, ILL 60076
Texts, suppl. mats. ACTFL Review

INSTITUTE OF MODERN LANGUAGES, INC.
2622 Pittmann Drive
Silver Springs, MA 20910
SR Materials/ ESL/ Bilingual

LONGMAN INC.
85 Austin Blvd.
Commack, N.Y. 11725
Career ed./ office mats./ books

CULTURE CONTRASTS COMPANY
2550 East 3370 South
Salt Lake City, UTAH 84109
Culture capsules/ teaching aids

BERLITZ PUBLICATIONS, INC.
866 Third Avenue
New York, N.Y. 10022
Teaching mats./records/cassettes

INTERCULTURAL STUDENT EXPERIENCES
31 Water Street
Excelsior, MINN 55331
16- day in France. March approx. $625

COUNCIL ON STUDENT TRAVEL
179 Broadway
New York, N.Y. 10012
International Student I.D. Card

Council on Inter. Educ. Exchange
205 East 42nd Street
New York, NY 10017
Free booklets/ Excellent! Send for!!

SOS
Box 1572
Santa Barbara, CAL 93108
Job Placement Service for Europe

CANADIAN TRAVEL FILM LIBRARY
Suite 915
111 East Wacker Drive
Chicago, ILL 60611
Free films on Canada

VISTAS IN EDUCATION
1422 West Lake Street
Minneapolis, MN 55408
800 343-4690
M. Michel Wolf, Director

INSTITUTE FOR LANGUAGE STUDY
Montclair, N.J. 07042
Nutshell language books

EMC CORPORATION
180 East Sixth Street
St. Paul, MINN 55101
Multi-media French culture packages

AATF
57 East Armory Avenue
Champaign, ILL 61820
French Review,Teacher organization
$15.00 per year

THE CANADIAN MODERN LANGUAGE REVIEW
4 Oakmount Road, Welland
Ontario L3C 4X8 Canada
$11.00 per year

BANTAM BOOKS INC.
Educationsl services
2451 Wouth Wold Road
Des Plaines, ILL 61108
Paperback French books

D.C. HEATH CANADA, LTD.
Suite 1408
100 Adelaide Street
W 111
Toronto, Canada
French curriculum materials

ADVANCEMENT PRESS OF AMERICA
Box 07300
Detroit, MICH 48207
Student materials about France and the French

GENERAL PUBLISHING CO., LTD.
30 Lesmill Road
Don Mills, Ontario M3B 2T6
Canada
Pocketbooks in French/Adult French

FREDERIC UNGAR PUBLISHING CO, INC.
250 Park Avenue South
New York, N.Y. 10003
French texts/history materials

## USEFUL EXPRESSIONS FOR THE TRAVELER IN FRANCE

Qu'est-ce que c'est?
Comment dit-on français.....?
Je voudrais _____ verbe _____

Est-ce que je peux _____ verbe _____ ?

Distes-moi s'il vous plaît.....

Où est le _____ S.V.P.

Je voudrais savoir/ où
quand
comment
pourquoi
si

Pouvez-vous m'aiders S.V.P.?

Je Cherche.....

le musée
la correspondance
le parking
l'entrée
de l'eau minéralE
C'est complEn
A table!
J'ai assez mangé
Je suis le français,
l'anglais, etc.
Quels cours suivez-vous?
Ne vous dérangez pas!
faire la vaisselle
faire le lit
le vélo
l'essence
la gare
Je regrette, mais je.....
Je ne sais pas
Parlez plus lentement S.V.P.
Est-ce que vous parlez anglais?

Où se trouve / le W.C. S.V.P.
la station de métro S.V.P.
le car
notre hôtel

Est-ce que nous allons voir.....?

A quelle heure est-ce que nous../ déjeunons
partons pour _____
allons ____verbe_____
dînons

Que veut dire ___mot fr.____S.V.P.?

Je vous présente...

## MOTS UTILES

le Métro
le car
l'hôtel
ma chambre
la clef
la valise
le passeport
l'aéroport
l'avion
le piéton
Enchanté(é) M., Mlle., Mme.!

le lavabo
le W.C.
Je vous en prie
A votre service
Au revoir
Bonjour
Salut!
Ça va?
Bon apétit!

la banque
toucher un traveler's check
un franc
la monnaie
De rien!
L'addition S.V.P
la poste
le timbre-poste
Où se trouve...?
à droite
à gauche

## USEFUL FRENCH EXPRESSSIONS FOR THE STUDENT GROUP IN FRANCE

Hello, Good morning.
Bonjour.
Good envening.
Bonsoir.
Good-bye, Sir.
Au revoir, monsieur
Yes, Miss.
Oui, Mademoiselle.
No, Madam
Non, Madame
Thanks (a lot)
Merci (beaucoup)
You are welcome.
De rien.
Excuse me.
Pardon.
How are you?
Comment allez-vous?
Very well, thanks, and you?
Très bien, merci, et vous?
I would like to speack to (Mr. Martin.)

What is your name?
Comment vous appelez-vous
My name is René.
Je m'appelle René.
I am (20) years old.
J'ai (vingt)ans.
I am going to (Paris)
Je vais à (paris).
My address is (number 20) Park Street
Mon adresse est rue du Parc (numéro vingt).
I am an American.
Je suis Américain(e)
Here is (our passport).
Voici (notre passeport).
I am (hungry) thirsty.
J'ai (faim) soif.
I am (glad).
Je suis (content (e)
I am sorry.
Je regrette.
I know

Je voudrais parler à (M. Martin.)
Mrs. Simon, may I present (Miss Duparc?)
Mme. Simon, puis-je vous présenter (Mlle. Duparc?)
I am pleased (to make your acquaintance.)
Je suis heureux (de faire votre connaissance.)
I have had a very nce time.
J'ai passé un moment trés agréable.

Give them my regards.
Dites-leur bien des choses de ma part.
See you later.
A bientôt.

I (do not) understand you.
Je (ne) vous comprends (pas).
Do you understand me?
Me comprenez-vous
Speak more (slowly), please.
Parlez plus (lentement), s'il vous plaît.
Write it down, please.
Ecrivez-le s'il vous plaît.
Why?
Pourquoi?
Who?
Qui?

I'm sorry but I don't understand.
Je regrette, Mais je ne comprends pas.
What is this?
Qu'est-ce que c'est que ça?
What do you want?
Que désirez-vous?
Will you direct me to (the station), please?
Voulez-vous m'indiquer où est (la gare), s'il vous plaît?
I want a (first-class) ticket to (versaille).
Je désire un billet (de première classe)

Is there ( a sleeper) to Rome?
Y a-t-il (un wagon-lit) pour Rome?

At what time will (the boat) arrive at New York?
A quell heaure part (le train)?

Je sais.
Perhaps.
Peut-être

Do you speak (English?)
Parlez-vous (anglais)?

Is there anyone here who speaks (German)?
Y a-t-il quelqu'un ici qui parle (allemand)?
I speak nothing but (French).
Je ne parle que le (français
But I can read (a little Spanish).
Mais je peux lire (un peu L'espagnol).

How does one say 'man' (in French?)
Comment dit-on 'man (en français)?
Are you free?
Etes-vous libre?
Where can we rent (a car)?
Où pouvons-nous louer (une automobile)?
Please take me to this address.
Veuillez me conduire à cette adresse.
Stop here.
Arrêtez ici.
Wait for me.
Attendez-moi.
Drive slowly please.
Conduisez, lentement, s'il vous plaît.

I am looking for this (theater).
Je cherche (ce théâtre).

Is it near (or far)?
Est-il près (ou loin)?
Please show me the way.
Veuillez m'indiquer (le chemin).
Should I go (to the right?)
Dois-je aller (à droite)?
_____to the left.
a gauche.
_____straight ahead.
tout droit.
_____ in that direction.
pour (Versailles).
dans cette direction.
Where can I get (the subway) for the Arch of Triump?
Où puis-je prendre (le Métro) pour l'Arc de Triomphe?

What bus goes into the city?
Vous arrêtez-vous à l'avenue de l'Opéra?

Is (the plane) on time?
Est-ce que (l'avion) est à l'heure?
How long do we stop here?
Combien de temps nous arrêtons-nous ici?
Call a taxi, please.
Appelez un taxi, s'il plaît.
I am interested (in painting).
Je m'intéresse (à la peinture).
What is the price (of admission)?
Quel est le prix(d'entrée)?

Is the museum (open) closed?
Le musée est-il (ouvert) fermé?
I have reserved a room (for tonight).
J'ai réservé une chambre (pour ce soir).
Do you have a room (with bath) for tomorrow?
Avez-vous une chambre (avec salle de bain) pour demain.
It is all right.
C'est bien.
Have a (porter) sent to my room.
Faites monter un (porteur) dans ma chambre.
Come in.
Entrez.
I need a towel.
J'ai besoin d'une serviette.
Wake me at (ten after eight).
Réveillez-moi à (huit heures dix).
Are there any messages for me?
Y a-t-il (des messages) pour moi?

Make out my bill (as soon as possible).
Préparez ma note (le plus tôt possible.)
Can you recommend (a good restaurant?)
Pouvez-vous m'indiquer (un bon restaurant?)
We should like to have breakfast.
Nous désirons le petit déjeuner.
May I have (a glass of water?)
Puis-je avoir (un verre d'eau?)

I like simple food.
J'aime la cuisine simple.

I (don't) want this dessert.
Je (ne)veux (pas)de ce dessert.
Bring us three cups of (coffee), please.
Apportez-nous trois tasses de (café), s'il vous plaît.
What is the exchange rate?
Quel est le cours du change?
May I have (fifty) dollars in francs?

Tell me where to get off?
Dites-moi où il faut descendre.
I want a guide (who speaks English).
Je désire un guide (qui parle anglais).

I am in a hurry.
Je suis pressé.
Are the tip and tax included (in the bill?)
Le pourboire et les taxes sont-ils compris (dans l'addition?)
This bill is not correct.
Cette addition n'est pas correcte.
Keep the change.
Gardez la monnaie.
To your health!
A votre santé!

Hearty appetite!
Bon appétit!

une cathédrale

-----Numbers-------
-----Days, Months, Time, Weather-----

Can you help me?
Pouvez-vous m'aider?
What should I do?
Que dois-je faire?
Where are (the washrooms)?
Où sont (les lavabos)?
I have lost (my way).
J'ai perdu (mon chemin).

He has lost (his wallet).
Il a perdu (son portefeuille.)
I wish to see (a doctor).
Je désire voir (un docteur).
Will you repair (this watch?)
Voulez-vous réparer (cette montre?)
I want (this suit) cleaned and pressed (before next week).
Je voudrais faire nettoyer et repasser (ce costume) (avant la semaine prochaine).
A haircut, please, Not too short.
Une coupe de cheveux, s'il vous plaît.
Pas trop court.
Where can I (have money changed?)
Où puis-je (changer de l'argent)?
(My eyeglasses) are broken.
(mes lunettes) sont cassées.

Puis-je avoir (cinquante) dollars en francs?

Give me (some small change).
Donnez-moi (de la petite monnaie).

Where is the (nearest) post office?
Où est la poste (la plus proche)?

How much postage must I pay for (this letter)?
A combien dois-je affranchir (cette lettre)?

Where can I buy (a toothbrush)?
Où puis-je acheter (une brosse à dents)?

Do you have (children's) clothing?
Avez-vous des vêtements (d'enfant)?

I want something (better) cheaper.
Je désire quelque chose (de mieux) de moins cher.

I do not like (those).
Je n'aime pas (ceux-là)

What is the price?
Quel est le prix?

It costs (500) Francs.
Il coûte (cinq cent) francs.

How long will it take?
Combien de temps cela prendra-t-il?

I shall return (later).
Je reviendrai (plus tard).

Send it to my hotel (today).
Envoyez-le à mon hôtel (aujourd'hui).

Do you accept checks?
Acceptez-vous des cheques?

With pleasure.
Avec plaisir.

I (don't) know.
Je (ne) sais (pas.).

*Un gros poisson*

Un petit poisson...

Des poisons.....

# useful French expressions for everyone

## LANGUAGE FILLERS

Ne t'en fais pas! - Don't worry about it! That's okay!
C'est dommage! That's too bad!
N'est-ce pas? - Isn't that so?

C'est ça! That's it! Right!
Eh bien...- To begin any response
Bienvenue! - Welcome!

Oh, Mon Dieu! - Oh, my goodness! Exclamation of surprise.
Je suis désolé - I'm really sorry about that
Merde! Expression of disgust!

Enfin...- Expression used in conclusion

Vous désirez? - You want something?
Formidable! - Great!

Pas possible! - Not possible; expression of disbelief
C'est vrai? -- Is that right?
Oh, ça alors! - Oh, so that's it!

Chic alors! - Neat. Wow!
C'est chouette! - Positive exicamation
J'en ai marre! - I'm fed up with it!

Ça y est! - That does it! I'm all through!
Comment? - How's that? What?
C'est la vie! - Such is life!

Voilà! - There! Through!
Bien sûr! - Right! Exactly like that!
Oui, j'arrive - Yes, I'm coming!

Tout de suite! - Right away!
Par ici, s'il vous plaît - This way please.
Allez-y! Go right ahead!

S'il te plaît - Please (to a friend)
Pardon! Pardon me!
Mais oui! _ Yes indeed!

Mais non! - No way!
Aie, Aie! - Expression of pain!
Oh, la, lai - Same in English

Je m'en fiche! - I don't care.
Hein? - How's that?
Zut! - Doggone it anyhow?

Ah oui ? - Is that so?
Je vous en prie Monsieur - Your quite welcome sir
Chaloul - Bye-Bye

A la prochaine! - See ya!
A demain - see you tomorrow
Salut! - Hi!

Sais pas! - I dunno!
Encore! - How's that!
Répétez s'il vous plaît! - Say that again please!

Cela ne fait rien! - That's okay!
De rien! - You're welcome!
Voyons! - Let's see now!

C'est moche! - That's bad news!....Ugly!
Alors... - Well then...

Vive les Etats-Unis!

## The French Teenager

The total population of France is over 53 million. Of this total, young French person between the ages of 15 and 24 make up over 8 million people. You will find the young in schools, in workshops, in the street, in Maisons de Jeunes, in discos, in movies houses... just about everywhere. Just as young Americans, the French have their favorite haunts, magazines, games musical groups, records, TV shows, and automobiles. They each have their prized possessions...perhaps a motorbike, their favorite past-times...like 'flipper' (pinball), and their own views on the state of world affairs. There exists a wide variety of teenagers just as there are here in the USA. Just as their are many likenesses, there are also lots of differences. The information given to you here is to help you get a better grasp on just what it might be like to be a young person living in France.

### School

One of the most obvious differences between our two countries is the view of the French upon schooling. Americans who visit young French students during the school year discover in a hurry that the schools give lots of homework (devoirs) to everyone. It is not uncommon for a student who is 15 or 16 years old to come home from school around 4pm and to spend a couple of hours working on homework before supper, which usually served late (around 8 to 8:30), and then to spend an additional 1 1/2 to 2 hours after supper. This means no TV, and for many Americans... no Mork and Mindy, no Laverne and Shirley...no Archie Bunker.

In France children must go to school up to the age of 16. This has been a law schools (écoles privées) in the entire country. Parents have the option of sending their children to either school. Every French school child knows that if they continue to attend school and later wish to attend the University, the dreaded 'baccalauréat' faces them. This is the highly competitive oral and written exam at the end of the 'année terminale' (sr. year). This exam often presents a formidable barrier to the world of higher educations, that is, a more formal education beyond the H.S. years (le lycée). Failure to pass this exam, which means at least a score of 10 out of 20 points, leads to repeating the year of studies. For many this means the end of their schooling and entering the world of work. Finding a job in France the past few years. has been very hard for the young as their is a high rate of unemployment (le chômage).

The lycee or 'collège' (secondary school) in France is usually a drab,uninteresting place. Schools lack decoration and students may sit two at a desk that faces a blackboard and an elevated teacher's desk. Newer buildings are painted bright colors to off set this environment. Teachers in France are government employees. They must pass a difficult exam called a C.A.P.E.S. A teacher in France seem to be on a higher scale of acceptance among the entire professional list of jobs. This may be due to the competition for excellence.

Students on the high school level must decide upon which 'section' they wish to pursue. The sections are labeled A, B, C, D, etc. The most difficult is said to be 'D' as it is the natural science, physics, route. The section'C' is also hard as it is mathematics oriented. Young French students may say that the 'A4' section is easiest as it is the Humanities part and students do not have to take 'une langue morte' such as Latin or Greek. Study of a second and third foreign language is very common. The usual language studied is English and then German. Seven years of English is not at all uncommon for



RHÔNE-POULENC

since 1967. The schools are nationalized in France. This means that there is one central office in Paris that knows what is going on basically in all of the public schools (écoles publiques) and private

'mixte', which means that boys and girls are in the same classes togegher. It was not too many years ago when there was une ecole pour garcons and another for jeunes filles.

The grades in France are different as students enter the approximate mid-school level on the 'classe de sixieme'... in the sixth. From here the term recedes to the fifth, fourth, third, second, first and finally in the terminal year(année terminale). Students are around 10 years old when they are in teh sixth. A few students live on the campus. These are called 'internes'. The 'externes' commute back and forth every day for classes. Those who live on the school grounds in dormitories and live some distance away from the school are called 'pensionnaires'. A 'demi-pensionnaire' will eat the noon meal at school and then go home for supper.

Grading ranges from 0 to 20, with 10 being the average. A score of 20 is very rare in France. A score of 16 to 17 is considered very good. School generally begins around 8 to 8:30 in the morning and runs till noon. Students will return for their afternoon classes at 1 or 1:30 pm. The classes will not be over until late (around 5 or 5:30 pm). Homework assignments are heavy. Most students carry some kind of briefcase (cartable) or folder (serviette) for their books and notes. Even the youngest students of ages 6 and 7 are seen carrying books home on their back in a sling-like carrier. The very young wear a smock-like overblouse called a 'tablier' with their name on it. These are to keep their clothes from getting soiled.

The French schools allow only about half of those students who take the 'bac' (bachot is also a slang word) to pass. Exams are given in special 'Maison des Examens' buildings. The school week finds classes held on Monday. high school seniors who are around 19 years old.

Teenagers ride their bike, mopeds and motorcycles to school and park them next to the school classrooms. Most schools are now imaginable. Interscholastic sports between schools is unheard of. If you want to play basketball, soccer, etc. against another team, you must join a 'club', and there are certainly lots of these in France. 'Football' (American soccer) is a very popular sport in France and when France plays another country, the amount of viewers who watch the game on TV and in person is very high. Of course, the major sports event of the year is 'Le Tour de France', the annual bike race with racers from all over Europe competing for the 'Maillot juane' (the prestigious yellow tee-shirt).

## Working

Many teenagers in the USA have part-time jobs for earning money. They work in ice-cream shops, cafeterias, babysit, and so forth. As the demands on students to pass the baccalaureat is so great and parental pressures on the students to do well is great. During the summer, teenagers may babysit, work in a small store or in a 'colonie de vacances' (vacation village), but even these jobs are scarce.

## Entertainment

For those students who do not have much money, the French government has built very nice buildings called 'Maisons de la Culture' (Culture houses) where the young can some and play games, view films, see expositions, take photos, see plays, etc. Movies are expensive in France, although many teenagers go at least once a month to see a good film. There are many American films in France with either subtitles or they are dubbed into French. Judo, basketball and track are very popular in France. Sports such as golf, tennis and skiing are too expensive for the average French teenager. Swimming is becoming very popular and municipalities are now construc-

Tuesday and Wednesday morning with Wednesday afternoon free. Classes resume on Thursday, Friday and on Saturday mornings. The teenager's schedule may look like that of an American university student's list of courses. Many classes meet only three or four times a week and the times may even vary. It is not at all uncommon for the French student to be taking 6, 7 or even 8 difference courses. To an American with 4 or 5 "solids" this seems to meet with cherished friends over "un gros rouge" (red wine) or some kind of "apéritif." Drinking among the young is uncommon, Although wine is found throughtout all of France and much wine is consumed, the younger people in France do not have wine at home with meals and do not drink in bars. Having fun for a teenager may mean going to someone's house for a "boum" (party) and dancing away the evening. A record bash where favorite songs are played is also a fun way of spending time together with friends. Dating as we know dating with one boy taking out one girl is not as common in France as it is here. Dating usually means going out with friends in a bunch. This means that everyone goes "dutch" and pays their own way into a movie, a play or to a sports event. Going in small groups is a favorite way to be part of a social group and conversation is rich and fun.

The French magazine Express took a survey and asked teens what they would like to buy if given money and the majority said that they would like a car. After this, they would save it, buy clothes a motorcycle, take a trip and then look for a neat place to live.

The favorite reading materials for the young are often comic books like Asterix, Tin Tin, and Lucky Luck. Charlie Brown is very popular in France today. Other popular items include Salut les Copains, Hit, Podium, Stéphanie, Mademoiselle, Age Tendre, Pilote, Charlie Hebdo, Je Magazine, 15 Ans and Poster. American youths are surprised to find that the favorite songs and singers as well as records in France are the very same ones that they too like best. English singers are popular in ting beautiful indoor pools for the public.

A favorite pastime of all French people is simply sitting in a favorite café and talking over a coca or un café. The art of conversation is one that has developed over several centuries in France. The café has provided an excellent environment for doing this. Many workers gather faithfully every afternoon in the sam small "bistro" (bar) Cigarette smoke usually hangs heavy when teenagers gather. Gitanes, Gauloises and Disque Bleu and with no filters are favorites.

Vacations are usually taken with the family in August. Workers have a five week paid vacation in France and they take to the mountains or the sea. Franch has lots of seashore and plenty of slopes for skiing and hiking. The Alpes and the Pyrenees have many famous ski stations. It has been said the USA and Russia has their astronauts, but France has her skiers (See Jean-Claude Killy).

Many young French students collect items for a hobby. Post cards, match boxes, records, small toys and knick-knacks are favorites. Comic book collections are usually found in teenagers' bedrooms as well. The French teenager is much more likely to be aquainted with the USA than his American counterpart. Fashion is an important part of life for the young French student. He or she is much more likely to have fewer clothes of better quality than their American counter-part who has a good variety of clothing. It is not uncommon for the French to wear the same outfit for a couple of days in a row. Americans would find this highly unusal...n'est-ce pas?

## The Telephone

How could the American youth survive sand telephone? Phones in France are very costly and a family cannot simply order a phone and expect it installed in a couple of days. A flat rate is charged per phone and then each call is charged to the bill. French teenagers would rarely consider calling friends during the

**The French Teenager (continued):**

France and music sung in English is common on the radio stations such as RTF, Radio Luxembourg and Europe I. The TV stations now broadcast in color on three channels. Many American series can be seen in French (Columbo, the Streets of S.F., and Maverick). The French find out T.V. very distracting because of all the commercials. Ads in France are usually lumped together and run for 4-5 minutes and then the programs continue (san interuption)... and that is nice!

evening close to the supper hour. This would mean an intrusion into one's private life... and a 'faux pas.' The phone is to be considered a form of luxury and is to used for business and necessities only and a short call just to visit would be uncommon.

## Useful Leader and Student Materials and Information

USA: France (Culture Capsules), by Dr. J. Dale Miller. Order from: Newbury House Publisher, 54 Warehoue Lane, Rowley, Mass. 01969. $4.95 each: Order No. 2120T. Illustrated elsewhere in this packet.

Food and Wines from France, 400 Montgomery Street, San Francisco, Cal. 94104 or 1250 Avenue of the Americas, New York, N.Y. 10019. A Glossary of French Foods and Cookery, 26pp. The Vineyards of France, a dépliant on the varities of grapes planted in French vineyards plus a well illustrated map of France showing where these grapes grow. La France à Votre Table, a beautifully done gastronomically oriented map tour through France and her many regions with an emphasis on the specialities of each with many photos in color. Gastronomy in France, a 16-page booklet on the principal French delights from hors d'oeuvres to desserts. Special hints on what to look for on the road and what to bring back home.

French Government Tourist Office, 610 5th Avenue, New York, N.Y. 10020. This bureau can provide the leader and students with a wide variety of information, especially maps (eg. Motoring in Fracne) and booklets for the tourist (eg. Paris on a Budget). Information on each of the principal regions of France are available by writing on school letterhead.

Longman Inc., 19 West 44th Street, New York, N.Y. 10036. Small, beautifully illustrated booklets on Normandie (Voyage en Normandie, $2.50); Provence (Voyage en Provence, $2.50); and France (La France, $2.75). These informal black and white booklets are the kind that students will find fascinating as they are loaded with photos of life and culture of each region. The title on France takes the student through such materials as geography, history, Paris, cities, government, religion, sports, and much more. The facts are also up to date.

French Culture: Activity Book A-LM Level 1, (1974) The workbook is full of exercises that can help the students to build their knowledge on how the French live and what life is like in France. They are available with cassettes from: Harcourt Brace Jovanovitch, Inc. 7555 Caldwell Avenue, Chicago, ILL 60648.

Filmstrips and cassettes on many aspects of French life are available from: EMC, 180 East 6th Street, St. Paul, MINN 55101. One of the most useful for preparing students for the trip would be the new series entitled: Passport to France. Other titles include: Les Francais Comme Ils Sont in three different sets.

What Makes the French French by Tora Tuve Ladu, $7.50 each available from: Advancement Press of America, Inc. Box 07300, Detroit, MI 48207. Chapters include the French mentality, art forms, language, social structure, ecology, and integrating socio-cultural subject matter, etc. The French Teenager by Jane M. Bourke at $4.85 each envelops young life in France by outlining family, education, dress, leisure time activities, dating, politics, etc. of the teenager. This has been a popular title as young American wany to know how their counterparts in France spend their time.

Foreign Study for H.S. Students: What's Going On? by M.P. Leamon. MLA, 1969. 7 pp. $.50 (order R5) from: Material Center, MLA-ACTFL, 2 Part Avenue, New York, N.Y. 10016. Other publications from this same source include: Criteria for Evaluating Foreign Study Programs for H.S. Students. An official policy statement of the National Council of State Supervisors of Foreign Languages and ACTFL> May 1968. 4 pp. (pages of 10) $1.50.

BYU
Language and Intercultural Research Center
240 B-34
Provo, UTAH 84602

Alliance Francaise

Culturgrams: Four page summaries prepared to help the traveler gain an initial understanding of the people whose country s/he is visiting. Each Culturgram touches on customs and courtesies (greetings, visiting, eating, gestures, personal appearances); people (attitudes, population, language, religion, holidays); life-style(Family, dating, marriage, customs, income and possessions, work schedules, diet, recreations); and nation (history, government, economy, education, transportation and communications, land and climate). They alos include a short phrase list with English spelling, foreign spelling, and pronunciation. 61 cultural areas have been prepared. Orders for 1-10 is .25 each; 11 or more .15 each. The entire set of 61 is $8.00 each. For France, simply order: France Culturgram.

Intercultural Communication: A 36 page publication stressing the basics of intercultural communication by reviewing cultural differences and similarities between the USA and other countries. Cautions are suggested for helping to avoid misunderstanding. The cost is $2.50 - 1976).

French-Speaking People of Europe: This publication includes information on simple courtesies, non-verbal communication and gestures, survival phrases and tips on making daily living easier for the visitor in Freach-speaking Eurpoe. Self-tests allow for the reader to correct what they have done. Facts about the coutnry such as monuments, geography and history are kept to a minimum. For France, order: (1978 publication - $2.00, 36 pp.)

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Helpful Hints for Visitors to France. French Government Tourists Office, 610 Fifth Avenue, New York, N.Y. 10020. 48 pp. A very handy small guidebook for tourists who want to learn as much about France as possible before going abroad. All aspects of tourists travel are explained in one volume. (Free)

One of the most complete handbook for travelers is published by Concordia College in Moorhead, Minnesota 56560 (Attn. Odell Bjerkness, Director, May Seminars Abroad). The C'Monologue Guidebook is a practical guidebook developed by students and leaders who have traveled extensively. It has in its 52 pages: Things to know before you go, Things to be aware of while you're there, How to know where to go and Information on European Living. It is one of the best.

Good information (continued):

Central College of Pella, Iowa 50219 (Sorbonne Study Program, Attn. Barbara Butler) has a Paris Student Handbook that is designed with the academic student in mind who will spend up to one year in Paris. The 64 page document is especially perceptive on culture shock and how it affects students abroad.

Intercultural Student Experiences, 31 Water Street, Excelsior, MINN 55331 (Attn: Jim Phelan, Director) provides each of the participants with a Guidebook (16 pp) with an emphasis on a family-stay. This 16 day program is one of the largest in the Mid-west for secondary students who travel to Europe.

Vistas in Education, 1422 W. Lake Street, Minneapolis, MN 55400 800 343-4690 (Attn. Bobbi or Jane) M. Michel Wolf, Owner and Operator, 28 Rue Delambre, Paris 75014 Phone: (1) 43.21.01.01. A spring program for two weeks or a summer program for 3 weeks. Includes a 6-day family-homestay and two-week travel into the French provinces by bus.

Foreign Language Passports, P.O. Box 2486, Evansville, IND 47714. In passport form, this agency provides a means for keeping a personalized, continuous, up to date record of the student's personal information during travel to France. In an attractive 40 page for (3 1/2 X 6 1/2) the passport sells for $2.00 each.

Sales and Correspondance Division, CIEE, 809 UN Plaza, New York, N.Y. 10017. A 160 pp. book describing over 800 summer-study programs conducted in other countries by U.S. colleges and universities. Gail A. Cohen, editor. 1978. $5.00 (ISBN 87206-086-1) Summer Study Abroad.

From the same address above (CIEE):

Whole World Handbook: A student Guide to Work, Study and Travel Abroad. 368 Pages. 1978-1979 edition: $3.95. The cheapest way to get there, job opportunities abroad and a long list of summer, semester and academic year programs; advice on idependent study.

Let's Go: France. $3.95. Written by Harvard Student Agencies, this guide is written for limited-budget travelers. Included in this book is what to do, what to see and where to stay and eat.

Emplois d'Eté en France. A do-it yourself guide to job-hunting in France. Lists of names of hundreds of possible employers and describes the jobs that are available. Written in French 157 pp. $4.95.

Your Trip Abroad. A 28-page booklet containing all kinds of information and advice ranging from passports and visas to vaccinations and drugs. This is highly recommended, especially if it is your first trip to France. Write: U.S. Government Printing Office, Supt. Of Documents, Washington, D.C. 20402. Cost is .45 each and be sure to ask for: No.044-000-16303 when you order.

Cross-Cultural Studies Dept., Attn; Howard Shapiro, Experiment in International Living, Brattleboro, VT 05301. Beyond Experience: The Experiential Approach to Cross-Cultural Education. Edited by Donald Batchelder and Elizabeth Warner. A sampling or the approaches and techniques used at the EIL and its School of International Training. 11 essays describing games or simulations used to prepare students for entering another culture. $6.95 plus .75 postage.

**Good information (continued):**

**The Wider Horizons Project, 866 UN Plaza, New York, N.Y. 10017. Cultural Awareness Project (CAPS) on more than 20 topics based on the "discovery" method of entering another culture. The workbooks are used in conjunction with the educational travel program of Wider Horizons. Good Material!**

**School Year Abroad, Samuel Phillips Hall, Andover, MASS 01810. Cross-Cultural Awareness materials developed in workbook form for students spending a school year in Rennes, France. Treasure hunts (find out how to send a telegram, how does one report a fire?, etc.) & essential data collection and interpretation exercises. Write: Georges N. Krivobok, Director.**

La France Dans Votre Poche, by G. Quénelle and J. Tournaire. Available from: Larosse, 572 Fifth Avenue, New York, N.Y. 10036.

One of the most complete 190 volumes ever assembled on France. The major topics are La France en Europe, la route, Paris, la province, la vie des Français, et des renseignements généraux. Hatier, Paris. 1974. The kind of book you like to pull out of your pocket and read anywhere.

La France, by Claire Roe and Penrose Colyer. Available from: Longman Inc., 19 West 44th Street, New York, N.Y. 10036 ($2.75)

An up-to-date booklet on present-day France. In French, this booklet can be read by high school students who have had only two years of the language. Dozens of black and white photos help to explain such items as: Le Français d'Aujourd'hui, Paris, Les Villes Principales, La Campagne, L'Industrie, Transports, Le Marché Commun, Les Sports, et Les Visages Français. pp.65

Comment Vivent Les Français, by R. Girod and F. Frand Clément. Available from: Midwest European Publications, Inc. 2850 N. Clark Street, Chicago, Illinois 60657. $3.25.

A modern, up-to-date work on French civilization, as it is today. This book gives pertinent and fascinating descriptions on all phases of daily life in France. Many charts and diagrams are included as well as a helpful vocabulary and illustrations.

Guide France, by Guy Michaud. Available from: The French Book Guild, 11-03 46th Avenue, Long Island City, New York 11101 286 pp. $6.75 (1974)

A civilazation guide in French that will answer many questions that teachers and students alike will have on France. The cultural, political, economic and social life of the country is discussed and many black and white photos and maps are included. One of the most complete volumes in existence.

La Civilisation Français, by Marc Blancpain and Jean-Paul Couchoud. Available from the French Book Guild (See above). $6.75.

The social, political, literary, artistic, geographical and scientific aspects of France in all their diversity, are presented in this text, which gives the reader an informative view of France and of the French people.

**Good information (continued):**

To obtain a "Laissez-passer"

It is becoming more and more difficult to enter into museums free of charge with groups, however you may receive a discount if you possess some kind of group explanation. Below is a form called a "laisser-passer" (Pass) that you may want to try at the entrance of a government owned and operated national museum. Be sure to use "official" stationnery with letterhead and some kind of seal/stamp if you have access to one. (It looks more official when you have a seal, even if it is that of a notary public. This is the suggested form of the Services Culturels Français.

**Papier imprimé au nom de l'école**

**Adresse complète**

Un groupe de (nombre) élèves de l'école de.....

effectuant un voyage en France sous la condute de (nombre) professeurs,

sollicite l'autorisation de visiter gratuitement les monuments appartenant

à l'ètat due (date d'arriée) au (date de départ)

Cachet et signature du Directeur

de l'Etablissement Scolaire

Send this letter to : M. L'Attaché Culturel
Service Culturel Français
919 N. Michigan Avenue
Chicago, Ill 60611

SAMPLE

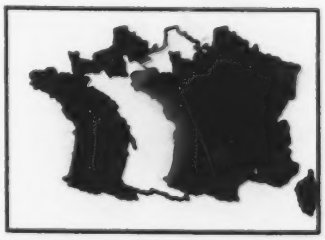
Un groupe de 30 élèves de l'école de Malcolm Price Laboratory School effectuant un voyage en France sous la conduite de 3 professeur sollicite l'autorisation de visiter gratuitement les monumnets appartenant à l'Etat du 8 juin au 25 juin, 1991.

Cachet et signature du Directeur de
l'Etablissement Scolaire

Avis favorable

Jean-Loup Bourget
Attaché Culturel

SERVICE CULTUREL FRANCAIS
919 N. MICHIGAN AVENUE
CHICAGO, ILL 60611



## Some fun information on France...

FRANCE - HOW WELL DO YOU KNOW THE COUNTRY?

A.

1. What mountain range separates France from Germany?
2. Name the ranges that separate France from Spain and from Italy.
3. What is the longest river in France?
4. Name the river that passes through Paris and Normandy.
5. Name the four largest French cities after Paris.

B.

1. Which provice is the westermost geographically?
2. Which part of Brittany corresponds to "Land's End" in England?
3. Give the other name for the French Riviera.
4. Name the 5 major rivers of France.
5. Which river joins the Rhône at Lyon?

C.

1. Which river is crossed by the Pont Neuf?
2. What is "le mistral"?
3. Name the French national anthem.
4. Paris is found in which province?
5. 75000 is the zip code for which city>

D.

1. What is know as 'le jardin de la France"?
2. France gets its name from a wandering tribe called the _____?
3. Paris is over _____years olds.
4. The French Revolution began in what year?
5. What is the population of France?

E.

1. What do the letters R.F. mean?
2. What does the SNCF refer to?
3. What is "Le métropolitain"?
4. What is the P.T.T.?
5. Name three French automobiles.

F.

1. Défense d'afficher means that you should not put up
2. What is a Hôtel de Ville?
3. What is different about French windows?
4. Who is the caretaker of of Paris apartments?
5. Where do most marriage take place?

G.

1. What is "un gouter"?
2. What are Monoprix, Tati, Carrefour, Mammouth and Uniprix?
3. Where can you buy a stamp in France?
4. What is meant by "une occasion"?
5. What would you do if a sales clerk said "Par ici, mademoisele"?

H.

1. What is the present rate of exchange/francs to $)
2. How do you say customs in French?
3. What is La Bourse?

aerospatiale

**Some fun information on France... (Continued):**

4. What is une caisse? Where would you see this word?
5. The French do not write decimals as we do How do they write a decimal? How about 5.000?

I

1. What is the measurement system called in France?
2. Which is more, un litre or a quart?
3. Which is more, 100 centimes or 1 franc?
4. What is the popular drink of Normandy?
5. Which wine is the most expensive in France?

Lafarge Corporation

J.

1. What is "une grappe"?
2. What is "eau d'Evian"?
3. Why would a girl not like a few drops of Nuits Saint-Georges sprinkled on her?
4. What is a "bistro"?
5. What would you do at La Tour d'Argent?

K.

1. What would you do with "une grenadine"?
2. What is "le calvados"?
3. Can you eat a meal in a café?
4. What is a Frenchman's chief article of food?
5. Name two well-known food products from Normandy

SAINT-GOBAIN

L.

1. What is "la choucroûte" and in which part of France is it popular?
2. The city of Dijon is famous for its _____.
3. Is any particular region famed for "escargots" (snails)?
4. Is "un apéritif" drunk before or after the meal?
5. Name the store where you can buy bread in France?

M.

1. What is "une baguette"?
2. Give the collective name for dishes of shrimp olives sliced tomatoes that begin a meal
3. "Le pinard" is slang for
4. Another name for "un flic" is un
5. What is the special dish of the day called?

N

1. What might be called France's national sport?
2. Is "l'auto-stop" a sport?
3. What do you associate with Chamonix?
4. Boules is a popular _____ in France.
5. How would you call the waiter? the owner?

COGEMA

O.

1. If you want something to be repeated again at the theater your shout.....
2. Where are you most likely to hear "les trois coups"?
3. Racine and Corneille were famous French
4. What is a slice of bread and butter called in France?
5. What is "un petit pain"?

FRANCE TELECOM INTERNATIONAL

**Some more fun information on France... (Continued):**

elf aquitaine inc.

P.

1. On what day do the French school children not go to school?
2. What are the two names for high-school in French?
3. Most of the famous châteaux of France are found along the River
4. How many classes are found on the French trains and in the Métro?
5. Une mobylette is popular with young people. Why?

Q.

1. What would you ask for if you wanted to see the Mona Lisa in the Louvre?
2. The arts and science division of the University of Paris is called la_____.
3. The president of France is _____.
4. The president of France is elected for how many years?
5. Where does he live? Le Palais E'....?..... .

R.

1. If a friend said that we were going to have "une boum", how would you react?
2. What is the name of the island in the heart of Paris?
3. Name the large cathedral on this island?
4. What is the name of the smaller island?
5. Rodin is a famous in France

S.

1. What are l'impressionisme, le fauvisme and le pointillisme?
2. "Le Bois" is known by almost everyone in Paris. Why?
3. The city in southern France well-known for its perfumes is _____.
4. Antibe, St. Tropez and Menton are all found in .....?..... France.
5. What is "une auberge de la jeunesse"?

T.

1. Where is Napoleon's tomb?
2. What is la Sainte Chapelle?
3. What is le Louvre? Name something inside.
4. What is a native of Paris called? Of Marseille? Of Lyon?
5. What dialect do the people of Brittany speak?

U.

1. What is "une coiffe"? When is it worn?
2. What is a Breton bagpipe called?
3. What is "un pardon"?
4. Name the thin pancake associated with Breton cooking.
5. What is the major tourist attraction of Carnac?

V.

1. What is meant by "argot"?
2. Where is it claimed that the best French is spoken?
3. How would you wish someone in a couple of words using "bon" or "bonne" the following:
   Wish a person a nice walk / tell someone you hope he enjoys his evening out / tell someone you hope he succeeds / to a person about to eat
4. Who is the patron saint of Paris? Of France?
5. Who was known as the Sun King (le roi soleil)?

CA CRÉDIT AGRICOLE

**More fun information on France... (Continued):**

W.

1 What is the chief cereal grown in France? Le
2 Why is Chartres famous?
3 Where is Le Mont- St Michel found?
4 How do you say, "grapes" in French? What does "une grappe" mean?
5 Le muguet is sold on the streets on May 1st in France. What is it?

X.

1 The name "Michelin" is associated with what French product?
2. Where are the country's chief coal basins?
3. Name two French impressionistic painters.
4. Can you name a famous Dutchman who belongs to the French school of art?
5. What is most noticeable about la Venus de Milo in the Louvre?

Y.

1. Why are Amiens, Beauvais, Strasbourg, and Chartres famous?
2 Name the luxurious palace of Louis XIII,XIV, XV, and XVI
3 What is at Chenonceaux?
4 France is divided into political divisions called
5 What is "le deuxième bureau"?

Z

1 What is different about "un lycée mixte"?
2 What is "le bachot"? How do you say "12th grade" in French?
3. A High School = "....?....." A Jr. High School = ".....?....."
4. What type of professions does the Ecole Normale Superieure turn out?
5. Who was the first national French hero?

AA.

1. Who was the chief of the Franks?
2. In what city were the kings of France crowned?
3 What name was given to the king's eldest son?
4 Who was the first king of France?
5 What king was executed during the French Revolution?

BB

1 Which king of France was made a saint?
2 Supposedly one king said "L'état, c'est moi!" Which one... Louis XIII, XIV, XV, or XVI?
3 Who rescued France from the English and put Charles VII on the throne?
4. What is "un képi"? What is "un flic"?
5. How many members are in the French Academy? What do they do?

CC.

1. What is "une annee bissextile"?
2. How does one write the number seven in French?
3. What is "un hebdomadaire"?
4. What is in "un bottin"?
5 What would you do with "un carnet"?

**More fun information on France... (Continued):**

DD.

1. Give the name and the colors of the French flag. Why is it these three colors?
2. How do you say... "Air Mail" in French? What are the colors of the French P.O.?
3. What do you find on the "Périphérique"?
4. What are "livres d'occasion"?
5. Where do you find "les bouquiniestes" in Paris? What do they do?

EE.

1. "Un canard" means a duck in French. What is its other meaning in musical terms?
2. A pet named "Médor" will probably be a [dog or a cat]?
3. A pet named "Minou" or Minet" will no doubt be a [dog or a cat]?
4. What animal is overfed with corn and grain to enlarge its liver for *paté de foie gras*?
5. Name the small black fungi that grows underground that is added to paté de foie gras.

FF.

1. Where is "La Camargue" found?
2. What is "France Soir"?
3. What is "le Boul'Mich"?
4. What is "Le Quartier Latin"?
5. Who was responsible for "Le Code Civil"?

GG

1. What is "Lutèce"?
2. What monument is found in La Place DeGaulle (De l'Etoile)?
3. Why is "Le Panthéon" famous?
4. Why do tourist flock to "Le Marché aux Puces"?
5. Name the famous tree lined avenue in Paris.

## Additional Publications for Your Consideration:

Taking Students Abroad by Maggie Brown Cassidy is a highly recommended publication. It is full of good illustrations and provides additional travel reading materials for you and the students. You may order it from: Pro Lingua Associates, 15 Elm Street, Brattleboro, Vermont 05301. The cost is $12.50 [166 pp.]. Additional publications from the same source which may be of interest are called Living in France, Living in Mexico, and Living in Germany. Each sells for $2.50 and helps the reader to meet survival needs upon arrival, to better understand cultural features different from our own, and provides an overview on history, geography, people, and government.

### Paris - La Ville Lumière...A Pied!

•The best way to see any city is on foot, and "la ville lumière" is no exception. Paris is an exception, however, in that it offers you more to see in a shorter time and space than most large cities in the world. If your time is limited, it is crucial that some good planning be done ahead of time to maximize the time spent here. If you have never been to Paris, try to read up on the many things to see and do. You should also try to see several videos, filmstrips, and slides on the city to provide you with a good overview prior to your arrival. Many people like to take a half-day bus tour to do this. This is a good idea... and it also save a lot of tired feet. Your students

will note which places appealed to them and where they would like to return to check out the scenery first-hand. American Express (rue Scribe just behind the Opéra) can help you do this, as well as many other bus lines (see below). By walking, however, you will grow to feel the majesty, true character, and best feeling for the environment. You will note almost immediately upon traveling around Paris that it is like several cities within a larger city. Each quarter has its own character, setting, and feel... as well as people who frequent its cafes, restaurants, and so forth. Paris also provides a feeling of a smaller city than it really is (12 million +) as there are no skycrapers... except La Tour Monparnasse (56 stories). Most building are 6 stories high with a Mansard roof.

•Each person who has spent any amount of time in Paris has their own favorite places to go and things to see. Paris is a walking city. It demands time to soak up all the many interesting quarters, people, streets, monuments, shops, and other phenomena. It is two cities: one in the daytime and another at night. The "ville lumiere" is properly named as it *does* change after dark. The "noctambules" (night people) come out of their appartments and into the streets to savor the evening life, which is very rich. The parisians may choose to eat in a small café or restaurant at ten in the evening. Many movie lines string out over half a block long at ten thirty at night. Be sure to take your guide book on Paris. Study it well before you go. Learn how to use the métro and perhaps even the bus system. Discover for yourself the various "arrondissement" in Paris and see how each has its own particular flavor, aura, and distinctness. Below are list a some places for your to consider visiting.

•Along the Seine - Students love to stroll along the Seine near the Ile de la Cité and the Cathédrale de Notre-Dame. It is a beautiful area, always animated, and really at the heart of the city as it was here tha the city of Paris was started nearly 2,000 years ago. A tribe of Celtic fishermen called the Parisii settled on the island and, as the name implies, the city was named after this group of people. It is suggested that you arrive at the metro station called St. Michel. Walk to the corner of the Quai St. Michel and la Place St. Michel. In the summer the famous fountain is running and is full of students. The panorama of the cathedral looking northeast east from this corner is terrific. Do not walk directly to the cathedral, but rather backtrack a little up the Boulevard St. Michel and take the Rue de la Huchette to the east. This will lead you into a host of small streets and dozens of ethnic restaurants. It is exciting to walk through here in the evening around 8 pm as the quarter is always lively and people are settling in to eat. Be careful of pickpockets here... and be sure that your students are wearing their next pouches in a safe way with their passport and money inside. As you pass through this area, as for la Rue du Chat Qui Pêche, the narrowest street in Paris. Walk up this street north toward the Seine while touching both walls on the sides of the street. There is a very nice street lamp at the north entrance. Walk along the right hand side of the street to la Rue St. Jacques.

•Cross to the north over the Petit Pont and the Place du Parvis. Note the underground museum with the steps as you come into the place. This is where the Parisee lived as it as excavated in 1969-70 and turned into a museum that can be visited. Continue on to the front of the church. There is a large statue of Charlemagne on your right. Note the parvis (large round plaque) in front of the church in the paving stones. This marks the center of Paris. Study the front of the church and enter. You may walk completely around the outside of the déambulatoire. Note "le trésor" to the right near the famous statute of the Virgin Mary. Note the beautiful stained glass windows in the transept (crossing near the altar). As you exit, go around the north edge of the

church. You may climb the stairs to the top of N-D if you wish and you are there at the right time. Continue to the rear of the church to admire the flying butresses and view from the rear. Just to the north of the le Square Jean XXIII are several souvenir stores.

**•Let's Walk a bit in Paris•**

•Another fun walk is to the Centre Pompidou/Beaubourg. You can wander through many streets to arrive at this famous spot. Once you are there you will be completely surrounded with tourists and curiosity seekers. Another spot to watch out for pickpockets and gypsy kids. From the Centre Pompidou, walk west to le Forum. Students love this shopping center as it has a wide variety of items and is a nice place to buy nice things, however the prices are fairly high.

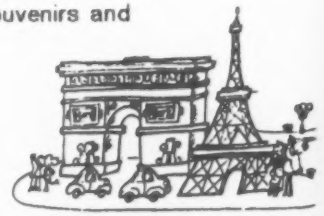
•Walking along the Champs-Elysées is a special treat at almost anytime of the day and anytime during the year. Start at the top near the Arc de Triomphe. You may take a métro directly into Etoile/Charles deGaulle and exit on the Champs-Elysées (C-E). Go down to left side as it has more to see, but first start on the right side and visit the famous Drug Store. It is unique in the city and a well-known spot for eating and visiting. There is a subway walk under the Place de l'Etoile that is a must to arrive to the Arc. Never, never, never try to walk across against the traffic. It would be total madness to do so. Cross back (with the lights) at the top of the C-E and start down the street. Many car dealerships such as Peugeot, Alfa Romeo, Fiat, Lancia, Volvo, etc. are found here. Look for the famous Lido near the Arcade des C-E about halfway down the C-E. You may walk all the way to the Place de la Concorde if your feet are not hurting, othewide take the métro to Concorde. Here you can see the American Embassy, the Hotel Crillon, the Jeu de Paume (the old impressionist museum), the Obélisque in the center of the Place with the famous hieroglphyics etched on its sides, to the north the famous Rue Royale with Maxims just a few steps towards La Madeleine Church, the Tuileries Gardens, the Ministère de la Marine and to the south, the Assemblée Nationale. This is a very animated part of the city.

•If your feet are still holding out, head for l'Opéra via la Place Vendôme. You will have to take either the Tuileries Garden route or go along the left side under the arches of the Rue de Rivoli. Turn left on la Rue de Castiglione to the Place Vendôme. Here you will find the Ritz Hotel, Elizabeth Arden, and more. Continue on the Rue de la Paix to the Place de l'Opéra. This too is a highly animated quarter. Note the Café de la Paix, the American Express office on la Rue Auber and the many small shops. Sit down and have something to drink and enjoy the "French ambiance" and just watch people as thousands do every day.

•Walking almost anywhere in Paris is fairly safe, unless you do so at night and without discretion and alone. Caution students to be careful at all times and to only go out in small groups. Girls should never go out in less than three and boys never alone. It is more fun to go around in "une bande" anyhow.

**Let's Go Shopping!**

•Shopping is a very important part of any trip. Groups must be given time to shop and best yet it is a good idea to take them to the store and to help them to find what they are looking for. If there is doubt, each of those listed here will help them to decide on some good souvenirs and gifts.



## Let's Go Shopping

•La Galérie Lafayette, Tour Montparnasse - Near the railway station called Montparnasse, this store is at the base of the 56 story Tour Montparnasse. The students love the animation of the quarter, the stores within the mall, and the many cafés and restaurants in the quarter. The famous Bistro de la Gare is just across the street/intersection to the north of the Tour and is well worth the visit (for leaders . . not students).

**La Galérie Lafayette** - Located just behind the Opéra is also a super place for shopping. If you can't find it here . . you probably will not find it in Paris. This huge complex is divided into several stores, each specializing in items such as sporting goods, home furnishing clothing, etc.

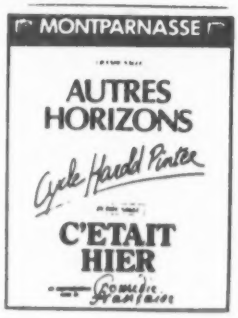
**La Rue de Rivoli** - While this is not a store per se, it is nevertheless a nice place to shop. Students can find their sweatshirts, tee shirts, and other souvenirs under the arcades of la Rue de Rivoli. The stores readily accept credit cards, traveler's checks.. and of course, hard French currency.

**Le Quartier Latin** - All along the Boulevard Saint-Michel (le Boul' Mich') stores have sprung up due to the high influx of students. They cater to the younger tastes of students and younger adults. Gilbert, a huge book store, is also a neat place to take students. It too, is found on the Boul' Mich.

•Almost everywhere you turn, there are things to buy in Paris, but the few mentioned above are particularly good ones. One last suggestion, take the RER near the new art museum called le Musée D'Orsay along the bank of the Seine west to La Défense. In this area near the new Arche de la Défense there is a huge shopping complex. It is so huge that there is a danger of loosing students... or like the author, getting lost yourself, but it is a fantastic place to shop as students love malls.

**Good Department Stores For Student Shopping:**

Le Bazar de l'Hôtel de Ville (BHV) 52, rue de Rivoli Métro: Hôtel de Ville
Au Bon Marché, 38 rue de Sèvres/rue du Bac Métro: Sèvres-Babylone
Les Galeries Lafayette, 40, blvd Haussman Métro: Chaussée d'Antin
Le Printemps, 54, blvd Haussman, Métro: Havre-Caumartin
La Samaritaine, 19, rue de la Monnaie Métro: Pont-Neuf
Aux Trois Quartiers, 17, blvd de la Madeleine Métro: Madeleine




**Duty-Fee Shopping of Everyone.**

If you live abroad, outside the EEC, there is a minimum purchase of 1,200FF.

**Sightseeing in Paris by bus**

Cityrama, 4, place des Pyramides Métro: Pyramides
Paris Vision, 214, rue de Rivoli Métro: Tuileries

**Boat trips on the Seine**

In front of the Eiffel Towel and just up river on the Pont d'Iéna Cocorico
Les Bateaux Mouches Métro: Alma-Marceau [you can also walk down the slope from the métro stop called Trocadéro]
Les Bateaux Parisiens - Vedettes Tour Eiffel Métro: Bir-Hakeim/Iéna
Les Vedettes du Pont-Neuf Métro: Pont-Neuf

Helicopter Rides
Hélicap Tel. 45.57.75.51
Héli-France Tel. 45.57.53.67
You could use this one for an emergency airport link.
Héli-Promenade Tel. 46.34.16.18

## Major monuments and sites to see in Paris

•There is no way you can take in everthing Paris has to offer, even if you living in the city your entire life. It can be a very difficulty task, but you must prioritize those major things you would like to see and do in the city. A "Guide Vert" by Michelin, the tire people, can be purchased in almost any bookstore or souvenir shop. You may but an French or English version. The French one is the better of the two, but they are both fantastic. The newer versions are now in color and have lots of great suggestions.

•If you want to know more about Paris, you can contact the **Caisse Nationale des Monuments Historiques**, 62, rue Saint-Antoine, 75004 and you can also receive a list of various tours and maps from the Paris tourist office on the Champs-Elysées. Tel 48.87.24.14

•**Arc de Triomphe** Metro: Charles deGaulle-Etoile Open from 1st October to 31 March from 10 am to 5 pm, and from 1st April to 30th September, from 10 am to 6 pm. Closed on public holidays. Tel. 43.80.31.31.

•**Centre National d'Art et de Culture George Pompidou** Métro Rambuteau or Hôtel de Ville / RER Châtelet-les-Halles Good view of Paris from the top floor. Open every day except Tuesday, from midday to 10 pm. Saturday and Sunday from 10 am to 10 pm. Tel 42.77.12.33.

•**Conciergerie** **Metro:** Cité The 14th century Gothic rooms and Marie-Antoinette's prison cell will give you and your students a good feel for life during revolutionary days. May be visited from 10 am to 4:30 pm, from 1st April to 30th Setpember. Doors close at 5:30 pm. Tel. 43.54.30.06.

•**Les Invalides** Métro: Latour Maubourg, Invalides Napoleon's tomb, a very nice military museum, and a small church called Saint-Louis. Tel. 45.55.92.30. The museum is open everyday from 10 am to 6 pm. Tel. 45.55.92.30 and has a collection of weapons and armoury, uniforms and historical relics, including Napoleans items.

•**La Madeleine** Métro: Madeleine A beautiful old church in the style of a Greek temple and a flower market that is unrivaled in the city. Tel. 42.65.52.17.

•**Le Marais** Métro: Rambuteau/Saint-Paul This area of the city was a former swamp, thus the name. Today there are a series of neat "hotels" dating from the 16th, 17th, and 18th century. Among the most famous are the Hôtel Carnavelet, Hôtel de Lamoignon, Hôtel de Sens, Hôtel de Sully, and la Places des Vosges. The latter was the meeting place of the 17th century high society and has become a very chic place to live in the city.

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•**Notre-Dame** Métro: Cité You may visit the towers of the cathedral from 10 am to 5:30 pm. The entrance is on the north side or to your left as you face the front portals. The top of the south tower is 69 m -225 feet tall and will provide you with an excellent view of the city. Don't miss le parvis which is countersunk into the paving directly in front of the central portal It is in bronze and is the precise center of Paris It is from this point that all distances are measured in France. Be sure to point out St Denis near the left portal He is holding his head in his hands as he was beheaded by the Romans on Montmartre, thus the name Mount of the Martyr. St Denis. Tel. 43.26.07.39.

•**Le Panthéon** RER Luxembourg In 1871, the Constituent Assembly decided to honor "les grands hommes" who symbolized freedom in France. This monument, near the Sorbonne and across the street from je Jardin du Luxembourg, houses the ashes of Mirabeau, Voltaire, Braille, Hugo, Zola, and more recently, the hero of the French Resistance movement, Jean Moulin of Chartres. Open daily from 10 am to 12 pm and 2 pm to 5 pm. Tel. 43.54.34.51.

•**La Place de la Concorde** Métro: Concorde The most famous square in Paris and a must as it is an area that, along with the Ile de la Cité, symbolizes the center of French hustle and bustle In the center of this square is the 33 century old Obelisk that was place in its center in 1833 It was in this place where the guillotine stood. You can view the Champs-Elysées, the Assemblé Nationale, la rue Royale, la Madeleine, le Louvre, the American Embassy and more from the center of this square. The problem will be crossing against the traffic to get there. Be sure to do with the traffic lights

•**Sacré Coeur** (Basilique) Métro: Anvers A visit to Paris is not complete without a visit to Montmartre. Be sure to take the funiculaire (cable car) that will run with your métro tickets. The church was built at the end of the 19th century to fulfill a national wish and provides an exceptional view from its front doors. It is also just a few steps away from la Place du Tertre where artists congregate to paint, draw and talk. It is always an highly animated area and is a fun place to have lunch. The tables right in the middle of the square are fun and not terribly expensive. Tel 42.51.17.02.

•**Sainte-Chapelle** Métro: Cité This small church is called "le bijou de l'architeture gothique" as it is nearly perfect in its porportions Its windows are to be admired on a sunny day from inside. Louis XIV (St. Louis) brought back a part of the original crown of thorns and a part of the cross on which Christ as crucified (as it is written) and had this sanctuary built to house these sacred relics Open from 10 am to 4:20 pm. Tel 43.54.30.09

•**La Tour Eiffel** (307 m - 1007 feet) Métro: Bir-Akeim/Trocadédo Quai Branly. Open everyday from 10 am to 11 pm. A must for every tourist, unless you have fear of heights. Built in 1888-1889 for the World Exposition, there are restaurants, bars, shops, a cinema-museum plus a fantastic view from the third floor. On a clear day you can see for nearly 45 miles. Tel. 45.50.34.56.

•**Tour Montparnasse** Métro: Montparnasse-Bienvenue Open every day from 9.30 am to 11 pm. Winter: open every day from 10 am to 9.45 pm You can see Paris from the 56th and 59th floors (689 feet) and dine at Le Ciel de Paris. There is an open-air terrace, souvenir shops and a snack bar The view is a 360° panorama. Restaurant Tel is 45.38.52.35. This would make a memorable meal for anyone in Paris.



LE FRANÇ

## *Museums well worth the visit:*

There are many many fine museums to visit in the City of Light. Students do not always like museum visits, however a few of those which have been favorites include:

•**Musée de Cluny** Métro: Odéon Loaded with medieval arts and crafts, including the tapestry masterpiece "La Dame à la Licorne", this museum is just across the street to the north of the Sorbonne. Tel. 43.25.62.00. Open daily, except Tuesday, from 9:45 am to 12:30 and 2 pm to 5:15 pm.

•**Louvre** Métro: Louvre Free on Sundays, so it is packed. The new entrance is the Pyramid by architect I.M. Pei in the center of the courtyard. You will have to wait in line, but the lines move rapidly with nearly one hundred tourists per shot. Open daily from 9:45 am to 6:30 pm, except Tuesdays and public holidays. Over 300,000 works of art including the Winged Victory, the Venus de Milo and the Mona Lisa, all clearly marked. Don't miss the super souvenir shop underground prior to your leaving via the Pyramid. Tel. 42.60.39.26.

## The New Paris of the 20th Century

•**Les Halles** RER Châtelet-Les Halles Here you will find a shopper's paradise as well as lots of activity as it is very close (400 m) from the Centre Pompidou. The **Forum des Halles** has 180 shops that feature fashion, jewelry, cafés, restaurants, souvenirs, and a wax museum.
•**La Défense** RER Line A La Défense A complete new office complex just to the west of Paris. It can be seen from l'Arc de Triomphe as it rises above the horizon. A huge shopping center would occupy you and students for hours... if you don't get lost. The new **Grande Arche de la Défense** stands majestically above everything and is well worth the visit.
•**Bercy: Le Palais Omnisport** Métro: Bercy - Gare de Lyon Open in February 1984, this modern sports complex has a seating capacity of 17,000 fans. Tel 43.42.01.23.
•**L'Opéra de la Bastille** Métro: Bastille Open for the 1989 celebration of the French revolution, this fantastic new structure is well worth the visit, plus you can see the Colonne de la Bastille.
•**La Villette** Métro: Patin This new structure features a series of science and technology exhibits as well as **La Géode**, a huge silver ball that has films on a semi-circular screen. The •**Musée des Sciences et Techniques** is unique in France. **La Cité de la Musique** will open in 1990. Off the beaten path, but well worth the visit to the north of Paris.

### Unusual sights-

•**Catacombs** Métro: Denfert-Rochereau While the Catacombs and all those thousands of skulls and bones may not be high on your priority list in Paris, it is nevertheless worth a visit as it is a memorable sight. Try to bring along your own small flashlight as it is quite dark in spots... and a little scary. Open Monday to Friday from 2-4 pm. Saturday and Sunday from 9-11 and 2 - 4 pm. Tel. 43.22.47.63
•**Paris Sewers** Métro: Alma Mondays, Wednesdays and last Saturdays in each month except public holidays, this trip like the one above, will provide a "memorable" experience for you in Paris. Tel. 47.05.10.29

Parcs-

If you enjoy just strolling in beautiful parks then Paris can provide a nice variety for you. In the heart of the city is the •**Jardin du Luxembourg** just opposite the Panthéon and La Sorbonne. The gardens of le Sénat are featured along with a very nice pond of the Fontaine des Médicis. A puppet theater, playground for children, bassin where you can rent sail boats, tennis courts, and a large boule court are featured.

•**Bois de Boulogne** Métro: Porte Maillot - Porte d'Auteuil. The many restaurants, cafés, and summerhouses are reminiscent of Edwardian days in Paris. You can stoll through some of the 2,140 acres (865 hectares) of woods and lawns, rent a boat or a bike, and take in one of the famous racehorse courses, Longchamps et Auteil.

•**Bois de Vincennes** Métro: Château de Vincennes. On the eastern outskirts of Paris, this park features 2,295 acres of woods (929 hectares) plus a zoo and the flower gardens of Paris (Les Floralies). The Château de Vincennes is worth the visit as well as it is restaured and is a huge complex.

•**Jardin des Plantes** Métro: Gare d'Austerlitz. Tel. 43.36.14.41. Open every day from 8 am to 6 pm, this botanical garden contains over 10,000 species of plants, the oldest tree in Paris and a false acacia over 300 years old. You may visit a small zoo, an aquarium, a reptile house and a palentology museum that is open from 1.30 to 5 pm, except Tuesdays and public holidays.

•**Jardin des Tuileries** This once beautiful garden between the Louvre and la Place de la Concorde, is now wrecked with a miserable array of amusement park arcades and entertainment. Designed by Le Nôtre, it is full of flower beds, water bassins, small "buvettes", and areas for riding donkeys and playing boules. Worth the visit, in spite of what they have done to it!

Floodlights in Paris-

Most of the famous monuments and buildings in Paris are illuminated at night from dusk till midnight. A stroll through certain quarters such as Le Marais, Saint Germain, le Quartier Latin, l'Ile de la Cité, l'Ile St. Louis, and La Place de la Concorde will provide a memorable walk. There is a "Son et Lumière" at Les Invalides (Tel. 39.79.00.15) from April to the end of October called "Ombres de Gloire", and is held in the Cour d'Honneur of the Hôtel des Invalides. There is a French version at 10.30 pm and an English version at 11.00 with an additional performance at 9:30 pm from 30 March to 4 May and 14 August to 5 October.

•**Père Lachaise Cemetery**

While cemeteries are usually not high on a list of "musts" to see in Paris, this one may be an exception. It is the largest and most interesting cemetery in Paris and contains the graves of many famous French men and women. Tel. 43.70.70.33. Métro: Père Lachaise. Among those buried here, some in very fancy tombs, are: Chopin, Colette, Piaf, **Jim Morrison**, Gertrude Stein, David, Corot, Proust, Balzac, Delacroix, Bizet, Molière, and La Fontaine.

•I hope that you enjoyed reading these ideas on how you can enhance your trip to France with your students. A good gauge as to whether or not you have had a successful trip is to ask your students if they want to come back to France again. If they do, you were probably successful as a leader. There should be an invisible magnet pulling at each person who visits France, especially if they speak French, even a little bit. It is a country that as Hemingway puts it... "for Paris is a moveable feast." France is indeed a moveable feast. Every village, every province, every view, every experience. Enjoy France as I have. Jim Becker, Editor•

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